

Inspection date

Previous inspection date

17/07/2013

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 develops warm and caring relationships with children, supporting them well as they settle in her home. This enables children to become happy, confident and relaxed in her care.
- Children make good progress in their learning and development, due to the childminder's secure knowledge of child development. She provides interesting activities linked closely to children's interests and individual needs.
- Communication with parents is effective as they have constant access to information regarding their children's progress and daily activities through an online computer system. Parents are able to consistently share their observations of their child at home in this way, which supports the childminder's assessment of children's good progress.
- The childminder is proactive and shows a strong commitment to continuing her professional development through well-targeted areas for improvement and ongoing training.

It is not yet outstanding because

- There is scope to improve children's opportunities to explore the natural world in the garden.
- Children have fewer opportunities to broaden their sensory experiences and explore and experiment with colour and texture.

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 spoke with the childminder at appropriate times throughout the inspection.
- The inspector observed activities taking place in the playroom and kitchen, and accompanied the childminder on a playgroup run.
- The inspector looked at children's observation and assessment records, self-evaluation documents, welfare records and a range of other documents.

Inspector

Carly Mooney

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children aged 16, 14, six and four years in a house in Peterborough, Cambridgeshire. The whole of the ground floor and the rear garden are used for childminding. The childminder attends local toddler groups. She visits the park on a regular basis. She collects children from the local schools.

There are currently five children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. 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:

- continue to develop opportunities for children to enhance their sensory experiences, for example, by increasing the range of media and materials to explore colour and texture
- enhance the outdoor area to maximise children's opportunities to explore and investigate the natural world, for example, by providing activities, such as digging in mud or growing plants and vegetables in the garden.

Inspection judgements

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

Children play in a 'home from home' environment where they are provided with toys and resources which stimulate and interest them. Toys are freely available in the playroom to promote independent choice and are regularly rotated to provide motivation. The childminder has a good understanding of how children learn and ensures activities are age appropriate and based on their interests. For example, she provides interactive toys for a baby who loves to push buttons and hear the different sounds and words. She develops children's early communication skills well by constantly talking to children during activities, giving clear direction, time to respond and repeating key words for reinforcement. She uses resources, such as toy telephones well to further encourage communication and offers clear praise when children babble into theirs in response to her saying, 'hello'.

Children spend time every day in the childminder's garden which provides them with good opportunities to develop their physical skills on a range of equipment. For example, a see saw and hopper ball. However, children have fewer opportunities to explore the natural world and develop an interest in growing and caring for living things, for example, through digging in mud or growing plants and vegetables in the garden. The childminder makes good use of her local environment to further extend learning, as children attend groups for interaction with their peers and visit places of interest, such as a local stately home to play in the water park there. Children are beginning to be introduced to creative activities, such as painting and sand play. They engage in some messy play activities when they visit local groups but have less opportunity to explore a range of materials and broaden their sensory experiences planned by the childminder, to further enhance their learning. A suitable range of resources are in place to help children gain an awareness of the diverse society in which they live.

Children's learning needs are assessed regularly through clear observations of children's achievements which link well to the areas of learning and development. Tracking systems are in place to highlight the progress children are making, in order to identify any gaps and next steps in children's learning. This also helps to ensure that children are well prepared for their next stage of development, such as starting pre-school or school. Daily information and photographs to reflect children's activities and progress is shared with parents constantly through an online computer software program, which is well received by parents who are encouraged to use it to share their own observations of their children's learning at home. This helps ensure that the childminder has an all-round view of children's development and progress.

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

The childminder warmly welcomes children and their families into her home, helping to promote their sense of security and belonging in the setting. Babies new to the setting receive lots of interaction and affection as they begin to form strong bonds with the childminder. They welcome cuddles when upset and laugh and smile at the childminder when she talks directly to them. Children access laminated pictures of their parents during their play to help them gain a sense of belonging as a family. The childminder recognises children's individual signs of tiredness well and adheres to individual routines for sleep times. The childminder provides a fully inclusive service to all children attending and ensures she gathers clear, precise information from parents at the start of children's placements so that individual children's needs are thoroughly addressed. Ongoing needs are constantly addressed through daily conversations and the computer diary system which parents have 24 hour access to. The childminder understands the importance of sharing information with other settings children also attend to promote children's well-being and ensure that learning needs are met.

Space in the home is organised effectively so that children are able to play, eat and rest comfortably. They move freely to access the toys and resources and show they are familiar with routines and the lay out of the home, such as where they eat lunch or access the outdoor area. The childminder is a very effective role model in the calm and consistent

way she approaches behaviour management. She gently reminds children not to throw toys and to take turns with resources. Children welcome her praise and encouragement during activities, which instils confidence and self-esteem. A range of healthy snacks and meals meets children's nutritional needs and they have constant access to their own drink throughout the day. Children's self-care is promoted from an early age as the childminder shows children how to wash their hands before eating with individual paper towels. Children access the garden frequently for play in the fresh air and visit local parks on a regular basis to further support their physical development. Children's safety is a priority both within the home and on outings and they are well supervised by the childminder as they move around the home and garden.

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

The childminder is very experienced in childcare and has a childcare qualification at level 3. She uses her past experiences well to provide quality childcare from her own home, where she ensures children make good progress in their learning. The childminder has a good overview of the educational programmes which ensures a good range of experiences for children so that they make good progress. She has made a good start to her childminding business and demonstrates a strong commitment to continually improving practice through ongoing self-evaluation and training. The childminder has attended a number of courses both before and during her first few months of childminding, including child protection and meeting the learning needs of young children. Relationships with parents are positive and provide a good contribution to meeting children's needs, as input from parents is valued and used as part of the childminder's assessment processes. The childminder does not currently need to liaise with outside professionals regarding any children in her care but is experienced in working together to support children's needs should the need arise.

The childminder has a secure understanding of the safeguarding and welfare requirements and has an informative range of policies and procedures in place to support children's well-being. She is aware of the procedures to follow in the event of a concern and has completed training. Suitability checks are carried out on adults within the home and children are never left alone with people who have not been vetted. Children are kept very safe and protected from harm, as areas the children use are monitored regularly through comprehensive risk assessments and daily visual checks. Documentation is organised and maintained to a good standard, which supports effectively supports children's safety and welfare.

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	EY458522
Local authority	Peterborough
Inspection number	902247
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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