

Inspection date

Previous inspection date

15/07/2013

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

- Children are very well supported in all aspects of their learning and development, but particularly in their personal, social and emotional development and their communication and language. As a result, they make consistently good, and sometimes very good, progress in their learning and development.
- Children enjoy particularly close and warm relationships with the childminder. These have been established very quickly and ensure children's emotional well-being and feelings of security as they enjoy the activities on offer.
- Particular and sensitive attention is paid by the childminder to children's family circumstances, which means that children's welfare is well supported during times of change.
- The childminder is enthusiastic and passionate about her role and ensures that she consistently provides the best care and learning experiences for the children she looks after.

It is not yet outstanding because

- There is scope to enhance the accuracy of the assessment of children's prior skills, knowledge and understanding when they start in the childminder's care, so that planning for their future learning is sharply focused right from the start.

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 practice and interaction between children and the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector examined a sample of the childminder's documentation and records, including children's information and developmental records, policies and procedures.
- The inspector took account of written comments from parents obtained by the childminder.
- The inspector observed the childminder during a planned activity and evaluated this afterwards with the childminder.

Inspector

Anna Davies

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 two children aged 12 and three years in a house in a village between Peterborough and Stamford. The whole of the ground floor is used for childminding. The family has two dogs and two rabbits as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently six children on roll, of whom five are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, 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:

- enhance the already accurate assessment of children's learning and development, for example, by obtaining specific information from parents about children's prior skills, knowledge, and understanding on entry, so that this information supports the initial observations already made, to sharply focus planning for children's individual learning needs from the outset.

Inspection judgements

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

Children thrive in this well-resourced, 'home from home' environment. The indoor play area is stimulating and well set out so that it is inviting to children. The childminder has a very secure understanding of how children learn and as a result, children make consistently good, and sometimes very good, progress in their learning and development. When children start in her care, the childminder makes her own observations of where children are in their learning to make assessments of their ability in order to plan for their needs. However, she does not seek specific information from parents about children's learning to date as they have this valuable information. This means that there is scope to enhance the accuracy of the assessment of children's prior skills and knowledge on entry so that this helps to sharply focus planning for children's learning needs from the outset. Ongoing observation and assessment of children's learning, is effective. This enables the

childminder to have a clear understanding of where each child is in their learning and the information required to plan successfully for their future learning. Educational programmes are broad and cover all areas of learning, providing a balance of adult-led and child-initiated experiences. Activities are informed by children's individual learning needs that the childminder has identified. This ensures that children make good, and sometimes very good, progress because activities are so well tailored to their needs and interests.

The childminder uses many opportunities to promote children's learning. She thinks on her feet, follows children's emerging interests and constantly reshapes activities to provide more challenge and extend learning. For example, when a child finds a pen, she provides resources, such as paper and the toy post office set. She then suggests writing a letter to daddy, which the child enjoys, explaining their marks as the child 'writes'. The childminder further expands this by helping the child to recall past experiences, such as writing letters to daddy when he is away with the military.

Children show a keen awareness in how things work as they work out they have to 'twist' the pen rather than press the top of it, to get it to work. They enjoy looking at photographs of themselves and others; the childminder uses this opportunity to engage children's ability to recall past events and experiences. For example, as a child points to a photograph of themselves feeding the pigeons, the childminder asks if they can remember what happened. The child confidently recalls that they pinched his bread and sat on his head. Young children use their sense of touch to feel inside a bag and guess what is in there. They surprise the childminder with their ability to describe objects in this way, as she decides to extend this next time, using outdoor and natural objects. Mathematical concepts are included as part of everyday activities, such as matching pairs when hanging out the washing or counting stones on the way back from school.

Children's communication and language are particularly well supported. As a result, children are very confident, articulate communicators at a young age. The childminder constantly talks about what they are doing, asks lots of simple questions to challenge their thinking and listens attentively when children offer their own thoughts and ideas. For example, the childminder asks 'What will happen' as a child creates a train track but places the wooden trees directly on the track. The child considers for a while, then moves the trees to the side of the track, explaining his decision. Children learn about the world around them as they make frequent visits into the local community, learn how to plant and grow tomatoes, chillies and peppers, and how to care for the pet rabbits 'Frankie' and 'Benny'.

Parents are kept up-to-date with their children's progress and how they can support and consolidate learning at home. For example, the childminder has shared her strategy for encouraging children to learn left from right, with parents. This means that parents can use the same terms 'Lefty Lisa' and 'Righty Rita' with their children, to ensure a consistent approach. Overall, children consistently display the characteristics of effective learning and are gaining key skills and attributes, to support them well in their future learning, such as school, when the time comes.

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

Children have developed respectful, warm relationships with the childminder and her own children. Children enjoy the childminder's company and readily involve her in their play. They also seek reassurance if needed. This secure attachment gives children much confidence to deal with change to their daily routines, such as the arrival of visitors. Regular fresh air and exercise is promoted to support children's good health. The childminder has a good understanding of healthy nutrition for young children. She promotes this through her provision of a range of balanced, nutritious meals and snacks throughout the day. Children follow effective hygiene routines and understand why it is important to wash their hands before eating and after using the toilet. This is reinforced, for example, when the childminder asks them to leave toys outside the bathroom so that they do not get germs on them. Children understand about their safety in the sun. They demonstrate this as they apply pretend sun cream to their doll and check she is wearing her hat. The childminder uses this opportunity to further reinforce children's understanding of how to stay safe in the sun.

Children behave really well given their young age. They eagerly anticipate earning a personalised reward sticker from the childminder for their special achievements. This boosts their self-esteem and confidence in their own abilities. The childminder uses consistent boundaries and has high, but realistic expectations of the children in her care. This helps children to develop positive attributes, such as good manners and consideration for others, which enhance their readiness for school.

The childminder has a very nurturing nature and ensures each child is treated like one of her own. This relationship helps children make the smooth transition from their parents care to the childminder's care each day; they feel secure, safe and highly valued as individuals. The childminder is very sensitive to children and their families' individual circumstances so that she can successfully support children's emotional well-being. For example, as all minded children at present have parents in the military, she has devised some innovative resources to support children when one of their parents has to work away for long periods. For example, a world map adorns the wall at children's level so that they can mark which country they are in and which their parent is in. Also, a plaque symbolises 'how many sleeps until mum or dad returns'. These resources encourage children to openly discuss change and situations that affect their everyday life. In turn, it ensures that the childminder is able to support the children emotionally through these times.

The childminder helps children to learn about safety and to take appropriate risks as they play and explore. For example, she teaches them how to safely use the large climbing and sliding apparatus in the garden, while supervised. In this way, children learn about managing risks while extending their physical capabilities in a safe, controlled environment.

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

The childminder has a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage, which means that children's learning and care needs are met very well. All required policies and procedures are in place and effectively implemented to ensure children's health and safety. The childminder has a good overview of the educational programmes and most aspects of assessment. She ensures that children are provided with a good range of experiences and learning opportunities, which are tailored to their specific needs. This means that they make good, and sometimes very good, progress overall. Discrepancies between observations of children's learning that the childminder makes and those that other settings children attend make, are addressed immediately and confidently, so that children receive the support they require to continue to make good progress.

Children's safety is given high priority. The childminder is clear about the signs and symptoms of possible child abuse and who to contact should she have a concern. This helps to protect children from harm. The childminder effectively risk assesses her premises both indoors and outdoors as well as for outings that she takes children on. As a result, children remain safe in the care of the childminder. The childminder is fully aware of significant events that she is required to notify Ofsted about, in the event that they may affect the care of the children.

The childminder is able to self-evaluate her provision accurately and realistically. Her identified strengths match with inspection findings, such as her strong attachments with children and her ability to provide a 'home from home' feel for children. She has clear ideas for future development as she strives for excellence in all that she does. The childminder has attended a range of training opportunities since registration. This benefits children as she brings back and implements ideas she has gained from these. For example, a course entitled 'The role of play' encouraged the childminder to try out all types of sensory activities with children, including shaving foam and jelly play, which she finds helps children to explore different textures and making marks.

Partnerships with parents are positive. They comment in questionnaires that the childminder 'goes the extra mile in her job'. The childminder is enthusiastic and passionate about the care and education that she provides for children. She receives all of her requests to mind children through recommendations from others and knows this is testament to the high quality service she provides to the children and their families. 'To and fro' books help support effective partnership working with other settings children also attend, so that continuity of care and learning experiences is ensured.

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	EY459030
Local authority	Peterborough
Inspection number	902477
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
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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