

Inspection date	15/10/2013
Previous inspection date	18/10/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 has a good knowledge and understanding of how children learn and develop and assesses their skills and abilities through careful observations. This enables her to plan effectively to meet their individual learning needs.
- Children form secure attachments with the childminder through the gradual settling-in process that is in place. This enables the transition from home to the childminder's to be as relaxed as possible.
- Parents are provided with information about their child's day as well as comprehensive written policies and procedures that reflect the care provided. Consequently, they are kept informed of the childminder's ethos of care and their child's learning.
- Children enjoy a good variety of play experiences and opportunities that maintains their interest and encourages their natural curiosity to learn. This enhances their all-round development.

It is not yet outstanding because

- Resources to build on children's understanding of disability are not yet fully in place.

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 taking place in the lounge and playroom.
- The inspector viewed the areas of the premises and gardens used for childminding.
- The inspector took account of the views of written feedback from parents.
- The inspector looked at children's observation and assessment records, risk assessments and written policies and procedures.

Inspector

Tracey Boland

Full Report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged five and 16 years in Gunthorpe, in Peterborough. The whole of the ground floor and first floor bathroom of the childminder's house is used for childminding. There is an enclosed rear and front garden for outdoor play.

The childminder attends a toddler group and activities and she visits the shops and park on a regular basis.

There are currently five children on roll who are in the early years age group and all attend part-time. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays family holidays. The childminder receives support from her local Early Years and child intervention team.

What the setting needs to do to improve further

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

- provide further opportunities for children to investigate diversity and the wider world, with specific regard to disability.

Inspection judgements

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

The childminder has a secure understanding of how children learn and develop and uses her knowledge to support children in making good progress. This helps prepare them for nursery or school. She monitors their development and progress completing concise observations of them involved in a wide variety of activities and uses the information to plan for their future learning needs. She makes good use of guidance documentation to identify children's abilities and plans age appropriate play. Photographs reflect the activities and are shared with parents who are encouraged to share their child's learning at home. Children have their own learning journal which is freely available to parents, therefore, keeping them informed of their child's ongoing progress. Children's pride in their folders is enhanced as they take time to decorate them, making them individual and colourful.

The childminder gives high priority to the prime and specific areas of learning and shares comprehensive information with parents about how children learn. This keeps them fully informed and involved. Children enjoy music and become involved in action rhymes and

songs. Children's language is encouraged as the childminder asks questions to extend their thinking and language skills. Children are encouraged to recall past events and experiences through discussion, this is further enhanced through the various photographs in their learning journals.

Children's understanding of the world is developing as they push buttons and turn knobs to see how things work on a variety of electronic toys. They understand that lights flash and music plays if they complete certain actions and respond well to the praise given to them when they gain the response they want. Children learn about their local community during trips to groups and the library and try fruits from different countries. A range of resources are in place to help children gain awareness of the diverse society in which they live including dressing-up, role play, dolls and books. Children are actively involved in cultural celebrations during the year and enjoy food tasting activities that broaden their understanding of the wider world. However, children's understanding of disability is not so strong, as resources that reflect positive images of disability are still being developed.

Children are developing their creative skills as they enjoy various art and craft activities indoors and out. They pat and manipulate dough, explore colour through various painting activities and make patterns in gloop and sand. This supports their hand and eye coordination well. Children's understanding of mathematics is heightened through counting in everyday situations, such as counting bricks when building and through many cooking activities. Children talk about the ingredients they need from the recipe, making shopping lists prior to the activity and buying the items they need from the local shops. They are encouraged to weigh and measure ingredients, either using scales or for younger children, using cups and spoons. Changes in the mixture are discussed, for example, when eggs are added and then through the cooking process and children enjoy tasting the foods they have cooked. This gives them a sense of pride in their achievements while encouraging their learning.

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

Children are happy, relaxed and settled in the childminder's care and have formed clear bonds of attachment. They benefit from a gradual settling-in process that enables them to settle at their own pace, becoming familiar with their new environment. This makes the transition from home to the childminder's as smooth as possible. The childminder gains comprehensive information about each child's individual needs and routines. This enables her to provide continuity of care and ensures she is fully aware of their ever-changing needs. Consequently, children feel safe and secure in her care.

The childminder is a very good role model to children and sets clear boundaries with regard to behaviour. House rules are in place so all children are fully aware of what is acceptable and children are encouraged to be kind, share and take turns with the toys. Children receive lots of praise and encouragement for good behaviour and enjoy receiving stickers as a reward. This builds children's confidence and self-esteem. Resources are stored to enable children to have easy access to toys and equipment, encouraging children to make independent choices with regard to their play.

Children learn to be safe both indoors and outdoors as the childminder gives gentle reminders to them, talking about road safety when out, not talking to people they don't know and not running in doors. The childminder has a good understanding of healthy foods for children. She provides breakfasts, snacks, lunch and a small evening meal. Children are encouraged to feed themselves developing their independence and drinks are freely available keeping children hydrated. The childminder is aware of following good food hygiene routines and is a good role model to children washing hands at appropriate times and keeping the environment clean and tidy.

Children enjoy the outdoors and get plenty of fresh air each day in the garden, on visits to the park and groups and walking to and from school. They enjoy using the large equipment at the park developing their confidence, control and coordination. Children regularly attend groups where they play alongside other children and interact with other adults. This develops their confidence and helps prepare them for the transition to other settings.

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

The childminder has a good awareness of her role and responsibilities with regard to protecting children from abuse and neglect. She understands the procedures to follow in the event of any concerns about a child in her care and a written policy is in place and shared with parents. This ensures parents have a clear understanding of her role in keeping children safe from harm. All adults within the home have been through all suitability checks which mean they are safe to be in the proximity of children. The childminder is vigilant to children's safety and all areas of the home and garden are effectively risk assessed to ensure they can move around the home safely. Written risk assessments of any outings are also provided. Clear procedures are in place in the event of an emergency and practised with the children. Fire drills are recorded and evaluated to ensure the procedure remains suitable. Therefore, children are kept safe.

The childminder has a good knowledge and understanding of how children learn. She uses this knowledge to enhance children's learning through a wide variety of play opportunities and experiences. Detailed observations of the children are completed and supported by photographs of the children enjoying the activities. The childminder makes good use of guidance documentation to ensure any gaps in children's learning are identified in order to act swiftly. Planning takes account of children's interests and is shared with parents enabling them to see what their child has enjoyed each day. Ideas are also shared with parents enabling them to continue their child's learning at home. The childminder completes the progress check at age two alongside parents which are shared with other health professionals. Through her knowledge of the curriculum she provides a wide variety of activities that effectively support children. Consequently, they make good progress.

The childminder has formed good links with the local pre-school and understands the importance of maintaining relationships and sharing information with other providers caring for children. Parents receive verbal information daily which gives an overview of the activities their child has been involved in, their personal care and their learning. Detailed

information is also provided through a secure website where parents can access progress records, photographs and any news. The childminder invites parents and children to comment on the care provided through the use of questionnaires. This enables her to reflect on her own practice and identify areas for development and those that are particularly strong. The childminder's current priority is to explore information about how boys learn and outdoor play in order to further enhance her knowledge, the resources and activities she already provides.

The childminder has worked hard since her last inspection developing her knowledge of the Early Years Foundation Stage and has put robust systems in place to gain comprehensive information from parents about their child and their development. This is used to plan effectively for their individual needs and enhance their learning in all areas. Parents are actively involved as they receive ideas to continue their child's learning at home through the use of newsletters and verbal discussion. Children are cared for in a safe environment as comprehensive written risk assessments are in place for the home, when they are in the garden and when out. Therefore, children's safety, well-being and learning needs are continually met.

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	EY407752
Local authority	Peterborough
Inspection number	875343
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	18/10/2010
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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