

<b>Inspection date</b>	15/10/2013
Previous inspection date	15/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 understands that children learn as they play. She provides a range of toys and activities which reflect their individual interests and stages of development, and assesses these regularly. As a result, children make good progress.
- Children are safe in the childminder's care. She has a clear understanding of child protection and safeguarding and there are effective risk assessments that highlight any issues, in order for her to take necessary precautions to keep children safe in the home and garden and during outings.
- Partnerships with parents and other providers sharing children's care are well established, in specific relation to ensuring that the childminder is kept up to date of any changes to children's routines and individual needs which may affect the care that she provides.

### **It is not yet outstanding because**

- There is scope for the childminder to encourage and enable parents to contribute further to their children's learning by sharing details of their experiences when they are not with the childminder, to ensure children's progress is maximised.
- Self-evaluation does not yet take into account the views of children, parents and other professionals who may be involved with the children, in order that any changes made reflect their needs and opinions.

## 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 the childminder engage in a variety of learning experiences with the children.
- The inspector held discussions with the childminder about children's engagement in activities and their development and progress.
- The inspector looked at the childminder's documentation including children's records, policies, procedures, risk assessments and training certificates.

## Inspector

Anne Archer

## Full Report

### Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult children in Peterborough. Two rooms on the ground floor of the house and the rear garden are used for childminding. The family has a pet dog.

There are currently seven children on roll, three of whom are in the early years age group. The childminder attends local music groups with the children. She also visits the shops and parks on a regular basis. The childminder collects children from the local schools, nursery and pre-school. Children attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for Bank Holidays and family holidays.

### What the setting needs to do to improve further

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

- encourage and enable parents to contribute further to their children's learning by sharing details of their experiences when they are at home, to ensure children's progress is maximised
- take into account the views of children, parents and other professionals who are involved with the children when evaluating the provision, in order that any changes made reflect their needs and opinions.

## Inspection judgements

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

Children are happy to attend the childminder's home and enjoy their time with her. The childminder provides a varied range of toys and activities to interest the children and to support their development and learning. She interacts very well with the children and they in turn listen intently to her, not always responding verbally, but showing that they understand what she is saying to them. This shows the good progress they are making in their communication and language development. Activities and toys are available to the children throughout the day in the playroom and in the outside undercover area. Children enjoy being outside because they can watch the squirrels walking along the fence or climbing in the trees as they play with the toys. They engage in conversation with the childminder as they make suggestions about what the squirrels may do next. As a result,

children are learning about the natural world, which gives them interesting opportunities to enhance their communication skills. Children like to listen to stories read by the childminder and also to sing songs and rhymes. They take it in turns to choose a book or a rhyme and join in enthusiastically.

The childminder observes children as they play, often taking photographs, which she shares with parents. She uses the information to provide toys and activities which will support the children's learning and that also reflect their interests. For example, because these particular children enjoy music and singing very much, the childminder has researched and found two music groups which she takes them to. When these are mentioned the children get excited and ask when they will be going. The childminder tells them it will be on Wednesday morning which is tomorrow, enhancing their awareness of time and place. It is through these and other good quality activities that the childminder ensures children are gaining a good range of skills in readiness for school when the time comes. The childminder has, however, not established an effective way of enabling and encouraging parents to share details of children's experiences when they are not with her, so that she can use this information when assessing children's learning and planning for their next steps. The childminder does assess children's learning regularly. She understands how to carry out the progress check at age two and does so in consultation with parents. This ensures that parents are kept informed of their children's progress.

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

Partnerships with parents and carers are well established in some respects, ensuring that the childminder is kept up to date of any changes to children's routines which may affect the care she provides. Children are cared for in a warm and welcoming environment where their needs are effectively met. The childminder works closely with parents and carers to make sure she meets their needs successfully. This shows that she respects and values children's individuality. She works hard to ensure that each child develops secure emotional attachments so they feel settled and secure. Children learn clear rules and boundaries, and the childminder skilfully manages their behaviour, taking into account their maturity and level of understanding.

The childminder provides children with snacks throughout the day, a meal at lunchtime and a freshly cooked tea in the late afternoon for those who are still with her at that time. She also encourages children to take regular drinks of water so that they do not become too thirsty, particularly in warm weather and after exercise. The childminder teaches children about personal hygiene and implements effective procedures to ensure their health and safety is maintained. For example, she does not care for children when they are ill and informs parents when any childhood illness is around so that they are prepared. The childminder maintains a current paediatric first aid certificate to enable her to deal with any minor accidents. She is also fully aware of children's medical issues and has previously attended additional training to ensure she can fully meet individual children's health needs.

The childminder and the children regularly go for walks in the local parks. The children enjoy exploring the countryside and looking for different animals and birds. The

childminder talks to the children about what they see and find, and she teaches them about the habitat and eating habits of the various creatures. This helps them gain a good understanding of the wider natural world. The childminder supports children well during transitional periods. For example, when she knows they are to start at pre-school or school, she talks to them about what it will be like and, when possible, introduces them to the adults who will be looking after them. She teaches children about how to safely cross the road on the way to and from pre-school and school, and particularly about how important it is for them not to cross the road between parked cars. This supports children to gain a good understanding of how to keep themselves safe.

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

Since the last inspection, the childminder has attended training, consulted with other childminders and studied at home. As a result, her understanding of the requirements of the Early Years Foundation Stage is now good. She is able to demonstrate this through discussion and through her practice. She now tracks and monitors children's progress towards the early learning goals so that she is sure they are fully supported in readiness for school.

Children are safe in the childminder's care. She has a clear understanding of all child protection and safeguarding issues. For example, she keeps Ofsted informed of any changes which affect her registration, and all documentation is kept and maintained as required. There are effective risk assessments in place that highlight any potential issues in order for her to take necessary precautions to keep children safe in the home, garden and during outings. For example, a gate has been erected on the decking that can be closed during periods of very wet weather to prevent the younger children from accessing the lawn, which becomes waterlogged and slippery. During these periods, the childminder makes sure children have more outings so they continue to engage in physical exercise regularly.

The childminder is now successfully evaluating her provision, although she does not yet take into account the views of children, parents and other professionals who may be involved with the children, in order that any changes she makes effectively reflect their needs and opinions. She has an established working partnership with the local reception class teacher so that she keeps up to date with termly planning and learning priorities, and is better able to support children in their first year at school. None of her current children have support from any external agencies or professionals, but the childminder has experience of working with others and is willing to do so at any time to support children's individual needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	257035
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	891463
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/10/2012
<b>Telephone number</b>	

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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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