

### Inspection date

17/10/2013

Previous inspection date

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 is playful in her interaction with children in her care, encouraging them to take turns and respond and they enjoy singing rhymes and songs, which helps them develop their understanding of language.
- The childminder tunes in sensitively to the young children in her care, providing warm, loving, consistent care and responding promptly to their needs. Her gentle interaction encourages them to flourish.
- The childminder embraces difference and explains this to children positively to ensure that each child is recognised as a valuable individual.
- Parents are offered many opportunities to be involved in their children's learning as the childminder shares regular updates with them and other useful information.
- The childminder's approach to continuous professional development is noteworthy. She is keen to ensure she continues to improve the service she offers to local families.

#### It is not yet outstanding because

- The procedure for the progress check for children at age two years is not always fully embedded in practice to ensure the very good information about children is regularly shared between relevant parties.

## 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 lounge, playroom and kitchen.
- 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 one parent through a written testimonial provided.

## Inspector

Deborah Hunt

## Full Report

### Information about the setting

The childminder was registered in 2013 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 six and three years in a house close to the city centre of Peterborough, Cambridgeshire. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends local toddler groups and activities at the local children's centre and takes and collects children from the local schools. She visits the local shops, parks and library on a regular basis.

There are currently four older children and five children in the early years age range on roll. 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. She cares for children who speak English as an additional language.

She is a member of the Professional Association for Childcare and Early Years, is working towards the Early Years and Childcare Quality Framework and receives support from the local authority.

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

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

- enhance information regarding the progress check for children aged two years and share this with relevant people to ensure children's very good development is progressed even further.

### Inspection judgements

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

Children's learning and development is carefully considered at this nurturing and welcoming setting, to ensure that they make good progress in each area of learning. The childminder gathers comprehensive information about each child before they start to inform their initial starting points. She considers this information within the context of their home lives so that learning is individualised and targeted to meet their specific needs. The childminder has systems in place to track and monitor children's learning to ensure they make the required progress to be ready for the next steps in their learning. Parents are given detailed information about the childminder's service, in which she reassures them

that they are children's most important influence. She works in partnership with them to further the progress their child makes. Daily verbal feedback and three monthly progress reports are offered to keep parents informed about how well their children are doing. However, the childminder has yet to fully use the very good information she gathers to best effect in sharing information about the progress check for children at age two years, which would further support children's development. In addition to the reports sent home, the childminder shares ideas for activities with parents, such as the recipe for play dough. As a result, children make good progress in their learning and development and there is a consistent approach between home and the setting.

The childminder is sensitively attuned to the individual needs of children. As she knows them so well, she can plan challenging and interesting activities which reflect their specific interests and suit their stage of development. For example, two very young children enjoy exploring the basket of toys that the childminder has prepared for them that morning. The contents reflect resources designed to capture their interest and help them achieve the next steps in their learning. She gently encourages them to explore, talking to them about what they choose. Children select board books and the childminder reads to them, demonstrating how to turn the pages. She points to the pictures to help children attach meaning to the words she is saying as she tells them the baby dinosaur feels 'knobbly' and 'shiny'. Children become aware of their body, as the childminder points to a picture of a baby's face and helps them locate their own nose, ears and eyes. These very young children are nurtured through her enabling interaction and they respond with smiles as they eagerly try to copy her actions.

The childminder offers the children an interactive dinosaur. One child has just learnt to press a claw to make it go 'raar' and delights in doing so repeatedly. Another child watches entranced and wants to have a go. The childminder quietly suggests they try to 'do some sharing' and helps them find a solution as they take a dinosaur arm each. Both play happily alongside one another and a valuable lesson is learned. Throughout their play, the childminder gently guides them where needed and gives them space to think and investigate independently. Her attention to developing their language and communication skills is noticeable as she offers the baby initial sounds and the older child single words. As both children are learning English as an additional language, the competent focus on helping them achieve a good standard of spoken English is laudable. This supports them very well to develop early skills, which will assist them in their future learning. The childminder also gathers key words in their home language to further assist them in making sense of what they see and do.

The childminder plays at the children's level, thereby, encouraging the baby to engage in floor play and be active. Children move around freely showing curiosity as they find different resources to investigate. A baby plays with clear plastic containers the childminder has put out as she knows they enjoy adding 'little treasures'. The baby turns the container over and over as they explore its properties and test it with their mouth, before adding a building brick and shaking it. Children have many opportunities to develop their creative and imaginary play as they build dens, dress up and make plans for their Halloween party. They love the many different messy play activities they are offered. For example, children regularly make their own play dough, which they add colours and different smells to. Threading activities, using buttons of varying sizes, help include

children of different ages and develop children's mathematical knowledge and manual dexterity. Great importance is attached to their physical development. The childminder offers activities which develop their manual dexterity and present them with opportunities to have fun. For example, they create a hedgehog out of play dough and concentrate as they add lollipop sticks and craft matchsticks to create the spines.

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

Children develop warm, affectionate and trusting relationships with the childminder who offers them sensitive, nurturing care. Her positive, gentle, yet enthusiastic approach enables children to feel secure and relaxed when they are with her. Thoughtful organisation and layout of the welcoming environment means children feel safe and are keen to explore their surroundings. The wide selection of resources they choose from and activities offered provide them with individualised opportunities to explore each area of learning and promotes their well-being.

Children's safety is given high priority by the childminder. Precautions, such as stairgates, together with firm boundaries and expectations for behaviour, mean children are protected and learn how to keep themselves safe. The childminder knows these young children so well she is attuned to their early attempts at communicating. This enables her to form friendly, warm relationships with them and promote their confidence and self-esteem. Children appear at home in the environment and demonstrate close bonds with the childminder showing they feel safe in the setting. They communicate their needs to her easily. For example, she recognises that a child behaving out of character is tired, and the child snuggles into her for a cuddle as she speaks quietly to them, before going upstairs for a sleep.

Through the detailed information the childminder collates as children begin attending she can meet their health and welfare needs. Particular attention is paid to ensuring that children grow up understanding the relationship there is between healthy food, exercise and a healthy body. The childminder offers children freshly cooked, balanced and nutritious meals, which are aligned to the 'Eat well, live better' initiative. She creates further links in their learning as children plant and grow peppers and tomatoes, which they eat when harvested. Children enjoy an active programme each week, which successfully promotes their physical development. School runs culminate in a visit to the park behind the childminder's home, which allows children to develop their larger muscle groups and experience risk as they climb the higher equipment. They take balls, kites and footballs to the park to enjoy different games. Weekly outings to local groups offer children the opportunity to play with different resources and socialise with other children. In poorer weather they have fun at their own disco indoors.

Children behave well as the childminder is an excellent role model and helps them learn helpful strategies to manage difficult feelings. Children learn to keep themselves safe as explanations help them understand why they use different sized scissors during craft activities and hold hands with the childminder on the walk to school each day. Parents speak favourably of the childminder and the service provided, saying that their children

feel safe in the welcoming environment and settle easily. Transitions for children are managed effectively as the childminder works closely with parents, early years providers and schools to ensure the process is smoothly managed.

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

The childminder has worked hard to develop a very secure understanding of the Early Years Foundation Stage. Her astute use of this knowledge enables her to offer children a delightful range of activities in the educational programmes delivered. Monitoring of children's progress across each area of learning is, generally, thorough. Observations undertaken also show the aspects of learning and, together with information from parents, help the childminder decide on children's next steps and ensure they make good progress.

Safeguarding of the children in her care is taken very seriously by the childminder. For this reason, she has undertaken additional training to ensure she can take swift and responsible action should there be the need. A comprehensive policy is in place to inform practice and this is shared with parents to ensure they clearly understand her responsibilities in this regard.

The childminder has already established contact with the local school Reception teacher for those children in her care. Summary reports are shared and children benefit as the childminder can reflect and promote their school studies through the activities offered. She has also met with local providers of the Early Years Foundation Stage and agreed to follow the same procedure with them for any children attending both settings. Partnerships with parents are strong and they have many opportunities to be involved in their children's care and to work closely with the childminder.

The childminder has made a good start in the evaluation of her practice to ensure children receive the best possible service. She also intends to undertake the local authority quality assurance scheme and has discussed this with her local authority support worker.

### **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

<b>Unique reference number</b>	EY457497
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	916364
<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>	4
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

