

## Inspection date

Previous inspection date

22/11/2013

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 has developed warm, trusting and affectionate relationships with children in her care. This enables them to settle easily and they feel emotionally secure, making them receptive to the learning on offer.
- Children enjoy a wide range of interesting activities as the childminder is motivated to source new and innovative ideas to promote their enjoyment and learning.
- Children are physically active and enjoy daily opportunities to be in the fresh air, as they take walks locally and visit the park, library and shops.
- The childminder has worked hard since registration to develop her knowledge and understanding of the Early Years Foundation Stage. This results in, a high quality learning experience for children who make good progress towards the early learning goals.

### It is not yet outstanding because

- Descriptive language is not used routinely during activities to help children extend their understanding of what they are doing.
- Parent's involvement in their children's learning is not consistently promoted through sharing information about how to extend activities at home to enable parents to fully contribute to their children's overall progress.

## 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, including a joint observation of a sensory play experience.
- The inspector held a meeting with the childminder and discussed her role as the children's key person during the inspection.
- The inspector looked at children's records, evidence of suitability of those living within the home, the childminder's self-evaluation and a range of other documentation.
- 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 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Newborough, near Peterborough. Most of the ground floor and two upstairs bedrooms are used for childminding. There is an enclosed garden. The childminder attends a childminder group and the local children's centre. The childminder visits the local shops, library and parks on a regular basis. She is able to collect children from the local schools and pre-schools. The childminder operates all year round from Monday to Friday from 6.30am to 7pm except for family holidays and bank holidays. The childminder is a member of the Professional Association for Childcare and Early Years. The childminder is undertaking the local authority quality assurance scheme.

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

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

- provide further support for children to acquire communication and language skills by offering them descriptive language during activities to explain sensory experiences and name resources and objects consistently
- develop further the partnership working with parents to ensure highly successful strategies engage all parents in their children's learning in the setting and at home.

## Inspection judgements

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

The childminder has worked hard since registration to develop a good understanding of the learning and development requirements of the Early Years Foundation Stage. She demonstrates a clear understanding of how to promote young children's development through play and exploration. Observations and assessments are used by the childminder to inform her planning of future activities. She takes account of children's emerging interests and style of learning to offer activities based on these, their next steps and a general loose theme, such as the seasons or Christmas. Children enjoy the carefully researched, appropriate activities which vary from day to day and cover each area of learning. As a result of the childminder's sound teaching, children become confident, inquisitive learners who build on their existing skills and knowledge. This prepares them well for their future learning.

Children are confident and move freely around the childminder's home, exploring the environment and the resources on offer. A very young child enjoys using the space available to them as they use their newly found mobility to visit new horizons on the

boundary between the lounge and dining area. The childminder occupies them with a variety of resources that encourage physical development and manual dexterity. She offers playful opportunities to problem solve as children use an interactive toy requiring buttons and levers to be pressed and blocks to be stacked. They learn about cause and effect as they are rewarded with sounds and lights as each action is performed. The childminder interacts positively with children as she offers them a ball containing beads, rolling it to them and encouraging them to roll it back. During this time she speaks softly and quietly to them, praising their efforts and helping them learn new skills. The childminder provides a well-planned sensory activity to promote children's natural inquisitiveness and new tactile experiences offer a new direction for play. Very young children feel the rice crispies with their hands and experience them with their mouths and it is some time before they explore what else is in the tray. They carefully use a pincer grip to unearth maracas and a tambourine and enjoy shaking and banging them. A saucepan is discovered and children delight in swirling the rice crispies round with their hands in the pan. The childminder offers children some language during the activity, such as asking them if they are going to cook and fetching a spoon to stir with. However, there is no use of language to describe the sensory nature of the activity which does not promote children's growing understanding of what they are doing. Children learn about nature as they enjoy walks in the fresh air, collecting leaves to make prints from and plant seeds, watering them and watching the flowers grow. They use the seed heads from sunflowers to create seed pictures and to feed the birds with. They visit the horse at the end of the road and enjoy visits to local farms. Opportunities for them to become sociable and learn to interact are offered on a weekly basis as they visit the childminder's family who live locally and attend groups. This develops their awareness of the area in which they live and they experience different activities. Children's confidence and self-esteem are very well-promoted as the childminder offers them consistent praise and encouragement, which children relish.

The childminder gathers concise and relevant information from children's parents to ensure she gains a detailed picture of each child's needs, personality, and disposition to learning. Parents are offered a relaxed feedback over a cup of tea each day to tell them about their child's day and the activities undertaken. The childminder also shares children's learning journals with them, and completes a daily diary. Both offer parents a further insight into their children's day. However, the childminder does not consistently share ideas of how parents could further promote their child's learning in the home environment which lessens the continuity of experience for children.

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

The childminder is a positive and friendly role model for children and they warm to her sensitive and thoughtful interaction. She offers children a welcoming and relaxed environment within which to play and learn. Her responsive and calm demeanour ensures children engage positively with her, forming close and affectionate relationships. This enables them to settle easily and enjoy the stimulating range of activities provided. Their

confidence grows as the childminder focuses on supporting their individual development, offering them frequent praise and encouragement. As a result, children are emotionally secure. She works hard to offer children a positive, enabling environment and an enjoyable, warm and caring early years experience.

Children have access to a good range of resources and experiences to keep them interested and occupied. The environment is uncluttered, well-organised and promotes children's ability to engage in independent play and learning. Activities are adapted to suit individual children's age and stage of development. For example, younger children play with baskets of toys they can select freely from and floor based play encourages them to be active and develop new skills. The childminder encourages children to behave well, acting as a positive role model herself and routinely modelling good manners, courtesy and respect. The care and concern she shows for children help them understand this in their interactions with others. Differing faiths and customs are promoted through activities and resourcing within the setting helping children learn to respect and tolerate difference. Young children learn about safety and risk taking as they begin to pull themselves up on furniture. The childminder supports them, helping them learn where it is safe to do so and where it is not. Children regularly take part in evacuation drills, which develops their understanding of how to respond in the event of an emergency.

The childminder positively promotes children's awareness of how to lead a healthy lifestyle through the 'Eatwell, live better' initiative. She provides children with a freshly cooked meal each day and snacks of fresh fruit. She introduces them to new and unusual fruits to develop their palate and offer them new experiences. This enables children to develop an understanding of foods that contribute to growing up healthy and strong. They enjoy activities in the fresh air each day. For example, they visit the local park and go for walks after it has rained to puddle jump in their wellies. Children increase their understanding about health and hygiene through established daily routines. For example, they learn to wash their hands after creative play and prior to eating food. The childminder has not yet had cause to liaise with the local school but has a good relationship with the local pre-school and shows awareness of what is needed to support children's care and education. As a result, children's individual needs are well-met. All necessary information is gathered from children's parents in respect of their care, health and dietary needs.

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

The childminder has undertaken training to ensure she has a firm understanding of how to safeguard children. She has a detailed policy and procedure in place and is aware of who to contact should she have concerns about a child in her care. Children are never left alone with unchecked persons and all those living in, or regularly visiting the home are vetted. All required policies, procedures and records are in place to secure children's safety and welfare. Regular risk assessments are in use to offer children a safe and secure environment indoors and outdoors within which they can move and play freely. The childminder demonstrates clarity about her role and responsibilities and provides a broad

range of experiences to capture children's interests.

The childminder gives active consideration to the service she provides and the educational programmes offered. She uses self-evaluation to analyse and review her practice and seeks advice and support from her local authority and other childminders. Research she carries out herself, through the internet and professional publications, further refines and develops what is offered. The views of parents and children are taken into account in deciding priorities for improvement and the childminder sets herself realistic timescales and expectations.

Parents receive information about the setting and its policies and are kept up-to-date about their children's time there. They are complimentary about the high quality of care and learning offered and comment on how much progress their children have made. The effective relationships the childminder has developed with children's parents and other early years settings locally support children in their learning and development and offer them a memorable early years experience.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY462693
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	919390
<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>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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.

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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