

Inspection date

Previous inspection date

25/11/2013

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 develops warm and caring relationships with children, supporting them well to settle in her home. This enables children to feel safe, happy and relaxed in her care.
- Children make good progress in their learning and development, due to the childminder's sound knowledge of child development. She provides a range of interesting activities linked closely to children's interests and individual needs.
- Positive relationships are in place with parents. There are good opportunities for them to access information regarding their children's progress and daily activities through an online computerised assessment program.
- The childminder is proactive and shows a strong commitment to continuing her professional development through well targeted areas for improvement and ongoing training.

It is not yet outstanding because

- There is scope to enhance the exchange of information for parents regarding how they may support learning at home and how well information from parents is used to support children's assessment procedures.
- Children have less opportunity to gain an understanding of other cultures and beliefs as there are fewer toys and resources available to support this.

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 kitchen.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, the childminder's self-evaluation form, the register of attendance and a range of other documentation.
- The inspector checked evidence of suitability for the childminder and other adults living at the premises.

Inspector

Carly Mooney

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 partner in a house in Westwood, Peterborough in Cambridgeshire. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has a pet cat.

The childminder attends local groups. She visits the shops and park on a regular basis. She collects children from the local school.

There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8.15am to 5.30pm, 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 good partnerships with parents by further developing strategies to share information and promote learning at home
- support children through their play to become aware of and explore ethnicity, culture, religion and disability.

Inspection judgements

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

Children are settled and at ease in the welcoming environment, where they independently explore the good range of toys and resources available. The childminder has clear expectations of all children and endeavours to give them the best possible start in life. She demonstrates a good understanding of various teaching methods that engage and motivate children to learn. For example, to support number recognition the childminder planned a number walk in the local community. This involved carrying a number written on a piece of paper and encouraging children to find that number on doors, in shop windows or anywhere on their walk. Children enjoyed the challenge and the activity supported their learning needs in an interesting way. The childminder uses a computer assessment program to record her observations of children's learning and carry out progress reports, such as the 'progress check at age two'. The system is used well to track and assess children's progress and ensure they are well prepared for their next stage of learning, such as starting school or pre-school. Parents can access this system at any time

to review their child's progress and are sent regular photographs in this way. However, there is scope to enhance the information parents receive about how they might support their children's learning at home and how information received from parents is used to support the childminder's assessments of children's learning.

The childminder uses effective teaching strategies to encourage children's communication and language development and engage them in conversation during activities. For example, she speaks clearly and directly, models language and shows a clear interest in what children have to say so they feel encouraged to speak. The childminder sensitively questions children, which encourages them to think for themselves. For example, during a sponge painting activity children are asked, 'What shape is this one?' when they choose a sponge to use. A good range of interesting books are easily accessible and children visit the library regularly to choose new ones. Children's understanding of valuing and respecting others is supported through their play. However, there is scope to extend the range of the toys and resources available in order to fully promote children's understanding of their own culture and those of others.

Children are confident in the setting and able to express themselves freely. For example, they happily use a microphone to sing 'twinkle twinkle little star' and break into spontaneous singing while playing. Children enjoy a range of art and craft activities both in the home and on visits to local groups. They have good opportunities to make their own resources, such as a musical drum made from coffee cups and stretched balloons. Children explore different materials and textures through engaging in regular messy play opportunities and make items, such as a bird feeder with pulses and seeds. This activity was then extended further by taking children to feed the birds at a local nature reserve. The childminder ensures children participate in a varied range of interesting activities away from the home. Children have recently enjoyed trips to the swimming pool and the museum to enhance their learning and have fun.

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

The childminder warmly welcomes children and their families into her home, helping to promote their sense of security and belonging in the setting. Children show they are clearly comfortable in the childminder's care and with her family, as they seek them out to play games or have a cuddle. A secure settling-in process means that children are able to settle at their own pace and parents complete a detailed questionnaire regarding their child's care and learning needs. This ensures that the childminder has a clear understanding of children's immediate needs, such as their routines and preferences at the start of their placement. Ongoing needs are constantly addressed through daily conversations and the computerised diary system, which parents have permanent access to. The childminder understands the importance of sharing information with other settings to promote children's well-being and ensure that learning needs are met.

Children behave well in the setting and demonstrate beautiful manners for their age. The childminder is a good role model and speaks to children in a pleasant manner, which they respond well to. Children welcome her praise and encouragement during activities, which instils confidence and self-esteem. There are good opportunities for children to develop

their independent skills in preparation for school. For example, they use the toilet and wash their hands independently and peel their own banana at snack time. The childminder promotes a healthy lifestyle within her setting. She provides a variety of meals and snacks which promote a healthy diet and include fresh fruit. The childminder displays hand washing posters in her bathroom and talks to children about germs so they understand why washing hands is important. Children have daily opportunities to spend time in the fresh air, as they go on frequent walks and visit local parks to engage in physical play. Children's safety is a priority both within the home and on outings and they are well supervised by the childminder as they move around the home. She gently reminds children of safe practices as they play, such as how pushing a door back and forth could result in themselves or someone else getting hurt if it hits them. Children show they respect the childminder and her rules as they immediately stop what they are doing and return to playing with the resources.

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

The childminder has a secure understanding of the safeguarding and welfare requirements and has an informative range of policies and procedures in place to support children's well-being. She is aware of the procedures to follow in the event of a concern and has completed training. Suitability checks are carried out on adults within the home, a record of visitors is kept and children are never left alone with people who are not vetted. As a result, children are effectively safeguarded. Effective procedures are in place to ensure children play in a safe and secure environment, including daily risk assessments of the premises and any outings undertaken. The childminder takes appropriate action to minimise risks, such as placing cushions around the hearth of her fireplace. Record keeping is thorough and maintained appropriately to support children's safety and welfare.

The childminder has made a good start to her childminding business and demonstrates a strong commitment to continually improving practice through ongoing self-evaluation. For example, she has identified training, such as a 'talking box' which she feels will benefit children's communication and language skills. The childminder works well with the local authority and welcomes their support and guidance. She demonstrates a secure understanding of the learning and development requirements, delivered through well-thought-out and planned activities that support children's good progress towards the early learning goals.

Relationships with parents are positive and this provides a good contribution to meeting children's needs. Parents speak to the childminder on a daily basis and use the computerised diary system to comment about their child's day or progress. For example, they feel that their child's speech has improved greatly since they started being cared for by the childminder. The childminder does not currently need to liaise with outside professionals regarding any children in her care, but is knowledgeable regarding working together to support children's progress should the need arise.

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	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

Unique reference number	EY463444
Local authority	Peterborough
Inspection number	921189
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
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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