

Inspection date	12/12/2013
Previous inspection date	24/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children enjoy warm, friendly relationships with the childminder who knows them very well and interacts with them in a calm, relaxed way. As a result, they settle easily, feel secure and learn effectively.
- The childminder offers children an interesting programme of activities each week, which follows their individual interests and is designed to offer them opportunities to learn through active play and exploration.
- Children who speak English as an additional language receive timely support and the childminder gives careful thought to how to help them develop a good understanding of a new language.
- The childminder develops mutually beneficial relationships with children's parents as she considers them equal partners in their child's early years experience. Together, they help children make good progress towards the early learning goals.

It is not yet outstanding because

- Children are not introduced to different types of reading and written materials, such as poetry, to help them learn about the diversity and rhythm of language as they grow older.
- The programme of training does not ensure that the childminder improves her skills, knowledge and understanding with regard to some aspects of teaching to promote young children's learning and development.

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-diner and conservatory.
- The inspector spoke with the childminder about her role as children's key person as appropriate during the inspection.
The inspector looked at children's records, planning, evidence of suitability of adults living within the home, the childminder's self-evaluation and a range of other documentation.
- The inspector took account of the views of three parents through written testimonials provided.

Inspector

Deborah Hunt

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently, there are three children on roll, all of whom are in the early years age range. The childminder lives with her husband and one child aged nine weeks in a house in Peterborough. The whole of the ground floor is used for childminding. There is an enclosed garden available for children's outdoor play. The family has a pet cat.

The childminder attends local toddler groups and activities at the local children's centre. She visits the local shops, library and parks on a regular basis. The childminder is able to take and collect children from the local schools and pre-schools.

The childminder operates all year round from Monday to Friday, 8am to 6pm, except for family holidays and bank holidays. She is a member of the Professional Association for Childcare and Early Years 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:

- implement a comprehensive programme of continuous professional development designed to build on the already good quality practice offered
- develop an understanding of how to offer children rich, varied experiences with books and written materials, to increasingly influence their use of vocabulary and different forms of speech.

Inspection judgements

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

The childminder has worked hard since her last inspection to improve her understanding of the learning and development requirements of the Early Years Foundation Stage. This enables her to provide children with enhanced, good quality learning experiences. A comprehensive 'All about me' form is used to gather useful information as children begin attending, to help the childminder plan for children's initial steps in their learning. Her own assessment is carried out over the following month and she works closely with children's parents as their first educators, to agree the way forward. Learning experiences offered are tailored to meet the needs of each child through the use of individual 'My Play Plans'. These are used to guide the activities offered by noting children's interests, observing their play and learning and recording their next steps. The childminder takes account of

children's emerging interests and preferred style of learning when deciding their next steps. Further assessments are completed each half term and the progress check at age two years is firmly embedded in practice. Teaching is effectively delivered through well-researched activities and strategies employed are tailored to suit children's individual needs. They enjoy a range of different activities, which change to suit their emerging interests and help them learn through play and exploration. Children build on their existing skills and knowledge, becoming confident, capable and curious learners, as a result of the childminder's capable teaching. This prepares them well for their future learning.

Children enjoy the freedom to select their own resources and activities in the well-organised and inviting learning environment. Children who have been with the childminder a long time, effectively use the play space and know where to find chosen resources. They move freely between the rooms and engage well in the wide variety of opportunities offered. Young children lead their own play at their own pace, as the childminder sensitively guides them to extend their knowledge and understanding. Children who speak English as an additional language are offered simple explanations as the childminder links their conversations to what they see and do. Their understanding is further supported as wording is displayed around the walls and windows in both their home language and English. The childminder observes children carefully knowing when they want something new to do. She provides them with craft materials, music and opportunities to dance, extending their experience and expanding their imagination. Early mathematical skills develop through everyday events, such as recognising shapes and numbers in the indoor and outdoor environment, as well as through planned activities. For example, children point out road signs, which are 'circles' and 'triangles' and count the number of snowman they have stamped onto the page during a craft activity. The childminder actively plans to encourage children's use of language as she adds to what they say during small world play and shares imaginative comments with them. A child puts her dolls in the tent and tells the childminder 'it's a big castle'. The childminder prompts her by asking who lives in here and as the child has not yet fully developed their language skills, the childminder explains that a princess lives here. Children's early literacy is supported as the childminder takes them to the local library and reads them favourite stories. However, she does not offer children opportunities to use different types of reading materials, such as poetry, as they grow older. This does not help them learn about the rich and diverse ways in which language can be used. Frequent outings support children's physical development, as they visit soft play facilities and local parks, using their bodies in a variety of ways. Children develop interactive and social skills during regular trips to groups each week as they see familiar faces and form friendships. Such activities feed their natural curiosity and they reflect the attitudes of interested, eager learners in their play. Children's confidence and self-esteem are very well promoted as the childminder recognises the importance of consistent praise and encouragement, which they respond positively to.

The childminder builds an accurate picture of each child's needs, personality and attitude to learning through the relationship she builds with their parents from the outset. Daily verbal feedback is provided and a 'going home book' is offered for children aged under two years or older children by parental request. Children's learning journals are regularly shared and both she and parents add comments ensuring they become a mutual source of information. Parents are, therefore, kept effectively updated about their children's progress and receive valuable insights into their day. Furthermore, the childminder is

happy for parents to ring and speak to her at anytime, providing additional opportunities for dialogue and communication in support of children's learning.

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

The welcoming environment and childminder's friendly, informal interaction helps children feel relaxed and secure in her company. Together with her calm and easy-going personality, children blossom in her care. They form warm, trusting relationships with the childminder, which positively enhances their capacity for learning. Children enjoy attending and settle easily as the childminder liaises closely with parents to offer them an individualised introduction to the setting. The close attention paid to each child's unique needs means that they are offered learning and development opportunities tailored to meet their specific interests. This further ensures they soon feel relaxed and 'at home' in the childminder's home. They grow in confidence and self-esteem as the childminder focusses on social and emotional development, offering them frequent praise and encouragement.

Children make their own choices from the wide range of resources available to them. The dedicated playroom is full of child-accessible storage units, which are neatly and thoughtfully organised. Children know where to find activities suited to their ages and eagerly source those which suit their individual interests. Group activities, such as when children make 'Father Christmas face' cards, are adapted to ensure all children can participate. The childminder acts as a good role model to encourage children's positive behaviour. She displays a calm and sensitive approach when dealing with children's emerging behaviour. Clear explanations help them understand why some behaviour is unwanted. Children develop friendly and positive demeanours through the routine praise and encouragement the childminder offers. She teaches them good manners, courtesy and respect, which enables children to interact positively with others. Children learn to accept and value difference as the childminder offers them opportunities to explore different faiths, customs and cultures from around the world. Safety is promoted as children learn to cross the road during outings and as they are reminded to sit safely on chairs. They practise evacuating the premises regularly from different exit routes and learn that this will help ensure their safety in the event of an emergency.

Children learn about healthy eating through the balanced and nutritional snacks they eat and because the childminder is guided by the 'Eat well, live better' initiative. They bring a packed lunch and the childminder works with parents to ensure they provide healthy contents. Children link the soft fruits and vegetables they grow with a healthy lifestyle as the childminder teaches them the benefits derived from eating them. Time spent in the fresh air each day and together, with the physical activity offered at some sessions, children attend further promotes their understanding of how to grow healthy and strong. They learn about good hygiene as the childminder encourages them to use tissues to wipe their noses and dispose correctly of them afterwards. The childminder has established good links with the local pre-schools and information is sought from previous early years settings children have attended. Although, the childminder has not yet needed to liaise with schools, she is aware of the close links she would need to develop. This demonstrates the childminder's aim to offer children consistency in their care and learning. Effective

relationships with children's parents ensure that the childminder is aware of each child's care, health and dietary needs.

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

The childminder has a secure understanding of how to safeguard children. She has undertaken additional training to ensure her knowledge is current and that she knows the role and responsibilities she holds. Her clear and detailed policy demonstrates that she is aware of whom to contact should she have any concerns about a child in her care. Children are within sight and sound of the childminder at all times and care is taken to ensure they are safe. All regular visitors and those living in the home are vetted and children are not left alone with unchecked persons. A comprehensive suite of policies and procedures support the childminder's practice and parents are provided with their own copies as children begin attending. Record keeping is detailed and neatly organised, enabling the childminder to offer children a safe and secure experience in her care. Risk assessments are regularly carried out and any trips are assessed prior to going.

The childminder offers children a varied range of experiences, which capture their interests. This helps ensure children make good progress towards the early learning goals. Activities offered are carefully researched and planned for, as the childminder uses professional publications and the internet. She also works closely with her local network childminding group and they share ideas and good practice. The childminder carefully monitors the success of the educational programmes offered through feedback from her local authority worker and self-reflection. Self-evaluation helps the childminder focus on possible improvements to her practice and enables her to identify strengths and weaknesses. The views of parents and children are also considered when deciding on further developments to her practice. Although, the childminder has undertaken training, she has not considered all aspects of her practice, which lessens the effectiveness of some aspects of teaching offered.

Parents receive detailed information about the childminder's service and what she offers to children in her care. She thoughtfully involves parents in their child's learning and early years experience and they are informed about their child's progress. Parents appreciate the childminder's professional manner, saying they find her friendly, trustworthy and approachable. All parents' comment that they would not hesitate to recommend the childminder as someone they can trust and feel secure with. These comments demonstrate how successfully the childminder has developed her relationships with parents and this is also true of early years settings locally. She, therefore, offers children in her care effective support in their learning and development and an enjoyable early years experience.

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	EY379845
Local authority	Peterborough
Inspection number	942126
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	24/01/2013
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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