

Inspection date	09/01/2014
Previous inspection date	03/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 are cared for in a nurturing, family based environment, where their individual needs are very well catered for. They are happy and form secure attachments to the childminder.
- The childminder offers children frequent interaction, talking to them and helping them make sense of the world around them. She is cheerful and relaxed and children respond positively, mimicking new words and displaying high levels of engagement.
- The childminder offers children a varied programme of activities each week, which are designed to offer them learning across all areas, through play and exploration.
- Parents are considered equal partners in their child's early years experience with the childminder, who develops effective links with them, suited to their needs and individual lifestyles.

It is not yet outstanding because

- Some planned activities do not allow individual children to follow their own interests, which lessens the effectiveness of learning opportunities.

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 kitchen and playroom.
- The inspector held a meeting with the childminder and discussed her role as children's key person during the inspection.
- The inspector looked at children's records, planning, 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 two parents through written feedback 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. She lives with her partner and three children aged 15, 13 and five years in a new township on the outskirts of Peterborough, Cambridgeshire. The ground floor and third floor of the childminder's three-storey house are used for childminding. There is an enclosed garden available for children's outdoor play. Access into and out of the childminder's house is at ground level and there are downstairs toilet facilities.

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. She 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:

- enhance the learning opportunities provided in planned activities, for example, by allowing individual children to follow their own interests.

Inspection judgements

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

Children engage enthusiastically in the stimulating activities on offer, showing high levels of concentration and curiosity, taking account of their stage of development. The childminder puts much thought into activities, for example, as she takes children out to collect leaves which they dry once at home. They use them to make leaf prints for the 'family tree' they are creating and collect photographs of their families which they will add. They learn new words in context, such as, squeeze and harder as the childminder helps them pour their chosen paint into pots. However, children are not always able to follow their own interests, as the childminder focusses too closely on planned intentions. Incidental learning takes place throughout the activity as children count and the childminder teaches them colour names, which they repeat as they explore the paints. They use their fingers, sponges and string to create different effects and when their interest wanes, the childminder introduces cars to create tracks with. The childminder knows individual children well and through such activities, she helps them develop essential skills to support their future learning.

The childminder talks frequently to children about what they are doing. For example, as they select small world people for the fire engine and ambulance, she uses positional words, such as, in under and on. This encourages them to think about what they are doing and improves their range of vocabulary. Children enjoy many opportunities to explore the outdoors as they enjoy local walks, visit the swans at the lake nearby and the parks. They also enjoy weekly groups where they sing, enjoy stories and participate in a wide range of other activities. For example, they visit soft play centres, the local children's centre and pet sections at the garden centre, where they are excited to see the clown fish and liken it to a favourite character. Regular meetings with other local childminder's also offer children different social situations. They develop relationships with other children and learn to share, take turns and play with others of a similar age. The childminder places great emphasis on reading with children and often incorporates characters from books within other activities. For example, while painting she relates the orange paint to the colour of the carrot carried by a favourite character in a child's favourite story. Children enjoy rhyme time at the local library each week and borrow books from the childminder to read at home. This helps develop an early love of books and further promotes links with the home learning environment.

The childminder effectively monitors and tracks children's learning to ensure their readiness for the next stage in their learning. She finds out detailed information from parents as children begin attending, which she uses to support her own baseline assessment. Regular reviews are carried out and shared with parents, starting with an initial assessment after the first term and then termly thereafter. Parents are kept well informed about their child's progress and children experience continuity in their early years' experience as the childminder communicates with them in a number of ways. For example, she chats daily with them and shares children's learning journals, which parents take home.

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

Children are welcomed into a warm, secure and inviting setting. Their emotional well-being is given high priority and their all-round development is closely monitored through the wide range of activities provided. The childminder is keen to promote a family oriented environment to help children develop in confidence and become independent, capable and curious learners.

The childminder has given careful consideration to ways in which she can ensure children are safe and secure. For example, she has printed off laminated cards showing emergency details for children and her to take on outings and children wear brightly coloured t-shirts to ensure they are easily visible amongst others. Children learn about risk in age-appropriate ways as the childminder reminds them to take care stepping through the stair gate, so that they do not trip. Although children are not yet talking clearly, the childminder understands their mannerisms and baby talk and is able to meet their needs and so boost their self-confidence. Children feel safe in the setting as they move freely around the room, exploring the range of resources set out for them and are familiar with routines,

such as sitting at the table for snack and tidying up. Parents provide children's meals and snacks and the childminder promotes healthy lunchboxes. Cookery activities also help children learn about the importance of fresh, nutritious foods as part of a healthy diet. Good manners are encouraged and children learn about self-care routines as they wash their hands after painting and before eating. This helps them learn the importance of good hygiene and they are well supported by the childminder to maintain their good health.

Children's physical development is nurtured and effectively promoted. Daily outings to school help children become familiar with the busy environment they will encounter when they are older. They visit the park and feed the ducks on the way home using different and larger equipment and experiencing play in the fresh air. At home, the childminder provides age-appropriate tools and toys, which help develop children's manual dexterity. For example, they copy the childminder as she sweeps up crumbs after lunch using their own dustpan and brush and use real kitchen tools as they cook cakes in the play kitchen.

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

The childminder's clear understanding of planning and monitoring ensures that all aspects across the areas of learning are covered effectively. Successful partnership working with parents means that valuable information is shared about children's learning and experiences at home. The childminder is adept at combining these experiences to further children's learning and make activities more meaningful. She has a clear procedure for supporting children who attend more than one setting or school, which offers children consistency in their learning.

The childminder constantly reflects on her practice and seeks to improve what she offers children. She gathers parental views through questionnaires and discussion and takes account of children's preferences. Her practice is also informed through discussion with other local childminders and use of online forums and websites. All actions and recommendations from the previous inspection have been met to a high standard. Her dedication to providing a high quality service enables her to accurately identify areas for development. She acts on advice given by her local authority support worker and is considering undertaking the local authority quality assurance scheme.

The childminder is deeply committed to safeguarding children in her care. For example, a daily checklist is carried out and all outings are risk assessed prior to going. She demonstrates a clear understanding of what she would need to do should she have any concerns about a child in her care and the correct contact details are readily accessible. She has a comprehensive suite of policies and procedures which ensure that all requirements of her registration are securely met. Policies are provided for parents as children begin attending and they sign to say they have read and understood them. Regular updates ensure they remain relevant and accurate.

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	EY365232
Local authority	Peterborough
Inspection number	821101
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	03/04/2009
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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