

Inspection date

22/01/2014

Previous inspection date

04/11/2009

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

- The childminder has a good understanding of her responsibilities to keep children safe. As a result, children are able to play and learn in a home that is as safe as possible.
- The childminder values strong partnerships with parents and as a result children's learning at home and in her care is promoted well.
- Children benefit from the individual attention they receive from the childminder. Her teaching skills are particularly strong in relation to children's communication development and as a result, those learning English as an additional language make very good progress.
- Strong emotional attachments are evident between the childminder and children. Consequently, children are confident, secure, and play happily in her home.

It is not yet outstanding because

- There is room to further develop the already strong links with other local providers and ensure that children's learning needs are consistently coordinated.
- Occasionally, the outside environment and resources are not reflected in the high standard of learning opportunities available to children inside the home.

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 home.
- The inspector spoke with children and the childminder at appropriate times throughout the inspection.
- The inspector and childminder took part in a joint observation.
- The inspector looked at children's learning profiles, planning documentation, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full report

Information about the setting

The childminder was registered in 1996. She lives with her husband and adult daughter in the village of Eye, a suburb, to the east of Peterborough city centre. The ground floor of the house is used for childminding and an enclosed rear garden is accessed directly from the house and is available for outdoor play. The family has five cats. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently three children on roll, one of whom is in the early years age group and attends for a variety of sessions. The childminder visits local toddler groups and the park on a regular basis. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder collects from and takes children to the local schools and pre-schools. The childminder 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:

- review and further develop the garden, to provide even more learning opportunities across the seven areas
- enhance the already good partnerships with other providers of the Early Years Foundation Stage, to enable even better sharing of information and consistent support for children's learning.

Inspection judgements

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

Children are delighted to spend time with the childminder. This is because she provides a stimulating, homely environment where children play and learn happily. They show impressive levels of concentration with their chosen activities and in this way, are gaining skills and successfully developing into inquisitive and active learners. The childminder plays alongside children, extending their understanding by questioning and discussion. This prompts children to persevere and puzzle things out for themselves. The childminder is skilled in her interventions and has a good knowledge of how children learn through play and how she can promote children's learning effectively. Children demonstrate these qualities as they play with dough. Their small fingers showing dexterity and skill as they manipulate, roll and shape the malleable material. The childminder asks question using mathematical language such as 'big', 'small', 'larger' and 'shorter'. These probing questions support children's development well, as together they begin to consider size in a

meaningful way.

The childminder devotes her time to plenty of individual attention on the children in her care. The delightful discussions that take place between the two mean that children are well-placed to develop good communication skills. The childminder's particular skill is supporting children learning English as an additional language. During activities such as, playing with a kitchen set and play food, she ensures that everyday words and phrases such as 'toast', 'spoon' and 'cup of tea' are incorporated in conversations. These playful interactions support children's communication development well and as a result they make rapid progress and are soon confident talkers. The childminder also promotes children's literacy skills by using picture cards, colourful bi-lingual picture dictionaries and story books to introduce children to the written word. This supports children to develop skills needed for their next stage in learning, including school.

The childminder observes children carefully and makes assessments of their progress. Parents contribute information about children's starting points and take part in frequent discussions with the childminder. These good opportunities provide both parties to share conclusions, celebrate successes and ensure children continue to make good progress.

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

Children are happy and contented in the care of the childminder and their sense of security is due to the strong partnerships that are formed between the childminder and parents. The good information sharing opportunities are used effectively and means that the childminder is well-informed about children's care needs. The childminder is diligent in keeping children safe and protecting children's good health in her home. This is particularly pertinent in relation to the pet cats and the strict hygiene procedures she employs to ensure her home is clean and suitable. The good practice also helps children to learn about keeping themselves healthy and they know they need to wash their hands frequently. Their independence is encouraged by the childminder and children are rewarded by plenty of praise, which boosts their self-esteem well.

Children eagerly show how they can choose their own playthings from the accessible storage units. Toys and resources are of good quality and support learning across the seven areas. However, the garden does not always offer the same level of high quality opportunities as inside the home. Nevertheless, children have plenty of opportunities to practise their developing physical skills in nearby parks and by trips to the local area. Here, they can enjoy plenty of space to run around and gain skills such as balancing and using slides safely. These good, routine activities support children in their understanding of exercise and fresh air in a healthy lifestyle. The childminder also enhances this knowledge by providing nutritious snacks and discussing fruits and vegetables, stressing their importance in a healthy diet.

Children behave well because the childminder has good boundaries and expectations. In moments of stress, she offers distraction, comfort and explanation, which helps children to

learn what is appropriate when in her care. Children are prepared well for changes in their lives by the childminder. They make frequent visits to the local school and new children starting with the childminder do so gradually. Consequently, their emotional needs are supported well during this potentially stressful time.

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

The childminder has a good understanding of her responsibilities to ensure her practice meets the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. She has current knowledge of safeguarding procedures for her local area because she has attended training and as a result knows how to identify and report concerns she may have about children. She shares her good range of policies with parents and also makes sure all members of her family are familiar with her good working practices. For example, the family help her to prepare her home by tidying away their personal possessions, the night before children are to arrive. These good measures help to make sure children are as safe as possible in the home.

The childminder reflects on her practice and identifies her strengths and ways in which she can improve her service to children and families. Whenever possible she attends training to enhance her knowledge and skills and this means that children benefit from current childcare practices. Links with other childminders in the area also provides important opportunities to enhance her professional development. Monitoring procedures are in place and therefore, children's progress tracked, and any gaps in the education programmes identified. In this way, interventions can be planned and children's continued good progress assured. Partnerships with parents are very good. They readily share learning resources and share their satisfaction through questionnaires and frequent discussions with the childminder. Partnerships with other providers of the Early Years Foundation Stage are well-established and positively support children's well-being. Daily diaries are in place, however, there is room to improve the two-way sharing of information, to consistently tackle children's next steps and further enhance children's learning to an even higher degree. All in all, children make very good progress in their learning and development in the care of the childminder and have very happy early years experiences.

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	257025
Local authority	Peterborough
Inspection number	818538
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	04/11/2009
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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