

<b>Inspection date</b>	07/02/2014
Previous inspection date	13/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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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 offers children good quality teaching which promotes their learning in all areas, with emphasis placed on the prime areas for younger children.
- Children enjoy a wide range of interesting activities which reflect their interest and offer them challenge, encouraging them to become inquisitive, curious learners.
- Parents are valued as their children's first educators and the childminder seeks to actively engage them in their learning. They are invited to comment in their learning journals, share details from home and attend parents' evenings.
- Children enjoy the time they spend with the childminder as they have developed warm affectionate relationships with her. They become engrossed in their play and learning and develop strong social skills and self-confidence.
- The childminder is proactive about improving the service she offers and undertakes regular training. She gives a very high priority to safeguarding children's welfare and take effective steps to ensure children are safe and well-supervised at all times.

#### **It is not yet outstanding because**

- The childminder is only just beginning to gather children's starting points to help decide the initial steps in their learning, which does not fully support all children's early development at the setting.

## 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

- Activities were observed in the childminder's lounge and kitchen.
- A meeting was held with the childminder to discuss her role as children's key person.  
Children's records, planning, evidence of suitability of those living within the home,
- the childminder's self-evaluation and a range of other documentation were scrutinised.
- The views of three parents were taken into account through written feedback provided.

## Inspector

Deborah Hunt

## Full report

### Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in a house in the Dogsthorpe area of Peterborough. The childminder's other adult child, who is also a registered childminder, works with her from the same premises. The whole of the ground floor is used for childminding and there is an enclosed garden available for children's outdoor play. The family has a dog, cat, lizard and tropical fish as pets.

The childminder attends local toddler groups and other local activity centres. 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, 7am to 8pm, except for family holidays and bank holidays. She supports children with special educational needs and/or disabilities and children who speak English as an additional language. 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 and embed further the arrangements for collating and using information from parents to ensure children make rapid improvements in their learning from their starting points.

## Inspection judgements

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

The childminder offers children in her care good quality teaching, providing them with plentiful opportunities to learn and develop. Her considered interaction with children and the emphasis she places on their developing language is good. This successfully promotes children's social skills and accelerates their language acquisition. All children, including those with English as an additional language and children with special educational needs and/or disabilities are making good progress across each area of learning as planning takes account of their individual interests and stage of development. Frequent, comprehensive observations are used to assess children's next steps in their learning. This enables the childminder to pinpoint areas for development and she actively seeks to remedy these gaps. Children are offered a wonderful variety of interesting and challenging activities, suited to their stage of development. This offers them a wide range of learning

experiences which broaden their knowledge and understanding.

Children are encouraged to become resourceful, independent learners. For example, they access toys and equipment of their choosing and encounter problems positively seeking solutions, with the childminder's timely support. For example, children use a variety of artistic tools to create a background for their 'jungle animals' collage. They explore the different marks they can make with each one and the childminder supports a younger child, who cannot create the depth of colour they want. She uses effective questioning to encourage the child to solve the problem themselves. She supports the child using language and actions and the child expresses delight when they try the dabber again and it delivers a bright stripe of paint across the page. Children are offered a balanced range of adult-led and child-initiated activities to help them make progress in their learning and they increasingly demonstrate the characteristics of effective learners. For example, the childminder takes them on many outings to interesting, educational places, such as to Sherwood Forest during Robin Hood week and to the seaside. The childminder offers young children in her care, some of whom speak English as an additional language, clear explanations to support their growing understanding. Significant thought is put into the planning of activities to help children make links in their learning. For example, children grow their own vegetables at the allotment they visit and plant pumpkins. Later in the year they harvest them and draw them whole and cut in half, make pumpkin soup and dry the seeds to feed the birds. Activities offered promote their developing phonic awareness and acquisition of language. Children respond positively, repeating new words and enjoying the opportunities they also have to use their home language in their play and learning.

The childminder works closely with children's parents and communication with them is highly effective. She offers a home visit as children begin attending and shares children's learning journals with parents, who contribute comments frequently. Parent evenings offer the opportunity for the childminder to explain fully to parents how effectively their children are learning. They also enjoy informal daily chats and the childminder shares ideas with them to help promote children's learning away from the setting. The childminder has developed firm and effective relationships with other early years settings and schools and proactively liaises with outside professionals when necessary. Assessments are shared as children join and leave the setting and any additional input or support is managed effectively to ensure they make good progress. The childminder has high expectations of children in her care and is calm in her approach with children, both of which contribute to the positive, enabling learning environment.

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

Children are settled, secure and happy in the childminder's care. They have formed warm, affectionate relationships with her as their key person. Children benefit from the joint approach taken to the provision of their care and learning by the childminder and her adult child, who works with her. This offers children the flexibility to develop relationships based on their own preferences and provides them with continuity and consistency in their care. The childminder knows and understands children in her care well and is, therefore,

able to accommodate their individual needs effectively. As she also takes time to know and understand their families well she is able to support their emotional well-being. She encourages children to become involved in their own learning, which promotes the inclusive nature of the setting. For example, older children decide on the 'house rules' which they all sign and the childminder displays them on the wall. Children learn to keep themselves safe as they develop awareness about the advisability of running indoors, the correct use of scissors and safe road crossing techniques.

Children enjoy physical outdoor play in the childminder's garden. When the weather is very wet and the garden is not suitable for use, they are taken on regular outings and trips. For example, during better weather children love to play in the covered sand pit and delight in having their tea at the table outside under the parasol. At groups they attend and on outings children use their bodies in a range of different ways. Consequently, they actively learn about how exercise and physical activity contribute to a healthy body and lifestyle. They enjoy singing and dancing in the setting and have fun as they perform action rhymes, which help them develop coordination skills and timing.

The childminder further promotes children's understanding of how to lead a healthy lifestyle through the provision of balanced, nutritious meals and snacks. Parents provide pre-weaning feeds and the childminder takes over thereafter, taking account of any dietary needs or allergies. Children develop good hygiene routines as they wash their hands before eating and use hand gel when out and about. Self-help skills are promoted as children are encouraged to make their own sandwiches for lunch and are given a choice of healthy fillings. They learn about risk and keeping themselves safe as they cut their own banana for dessert with guidance and support for younger children from the childminder. The environment provided is homely, welcoming and relaxed, which offers children an atmosphere conducive to learning.

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

The childminder has a good oversight of the learning and development requirements of the Early Years Foundation Stage. She gives a very high priority to children's safety and well-being. The childminder has a good knowledge of safeguarding procedures and is confident of the action to take if she has any concerns about a child's welfare. This is supported capably by the clear, well understood policies and procedures governing the running of the setting, which are subject to regular updating. They are shared with parents, who also receive new copies if any are changed or updated. The childminder works with her adult child, who is also a registered childminder and together they share responsibility for the service offered. However, the childminder, who has many years experience in childcare, takes the lead role in overseeing the educational programmes. She carries out a visual check of the premises every morning and any outings are separately risk assessed. This helps ensure children are cared for in a safe and secure environment where risks are minimised. Children are supervised well at all times, including on the school run, when the childminder and her adult child share children to accompany them to ensure their safety.

The childminder has significantly improved her ability to monitor the quality of teaching and how successfully the educational programmes are delivered. She uses the information gathered to consider further improvements to the setting and children's learning. As a result of discussion with her adult child, self-reflective practice and completion of the local authority quality assurance scheme, the childminder sets realistic targets for improvement. The close working partnership between the childminder and her adult child enables them to talk together daily and they consistently review planning and practice. The childminder sees training as key to the provision of a high quality service and actively seeks opportunities to improve her skills, knowledge and understanding. She has completed her level 2 training and is undertaking a level 3 qualification. This has a positive impact on the quality of teaching offered and the provision overall. There has also been a marked improvement on the action and recommendations raised at the previous inspection, which demonstrates the childminder's capacity to improve.

Strong partnerships exist with parents and other external agencies, such as schools. This effectively triangulates the links between children's learning at home, with the childminder and other settings they may attend. Parent's views are regularly sought and their responses help the childminder evaluate her practice. They speak positively of the service she provides, commenting that she 'is fab!' and they 'highly recommend' her saying how pleased they are with their children's development. She also takes account of feedback from her local authority support worker and her adult child to improve the service provided. There is clear evidence within children's learning journals that their learning is shared and contributions from parents about their home learning valued.

### **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

<b>Unique reference number</b>	EY427258
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	875873
<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>	5
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/10/2011
<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.

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