

Inspection date

11/02/2014

Previous inspection date

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 provides a warm and welcoming home. She creates a stimulating learning environment, which ensures children feel secure, happy and confident to express themselves.
- Children make good progress in their learning and development and have a positive attitude to learning. This is because the childminder provides interesting activities she knows they will enjoy.
- Positive relationships with parents have been established, which enhance children's time with the childminder. A regular exchange of information takes place, which ensures children's continuing needs are met.
- The childminder is committed to continuing her professional development, in order to benefit children's experiences and improve practice.

It is not yet outstanding because

- There is scope to improve children's opportunities to explore the natural world through outdoor activities.
- There are less opportunities for children to develop their imaginative and sensory play using real life resources.

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.
- 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 documents, 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 husband and two children aged five and four years in a house in Peterborough, Cambridgeshire. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools.

There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7am to 7pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the outdoor area to maximise children's opportunities to investigate the natural world
- enhance children's imaginary and sensory skills by introducing real life resources into their play.

Inspection judgements

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

Children are happy and at ease in the welcoming environment, where the childminder is attentive to their individual needs. They explore their surroundings in confidence and choose activities they are interested in from the varied range of toys and resources available. The childminder has a good understanding of how children learn and ensures activities are based on their interests, enjoyment and development needs. For example, during a dough activity the childminder teaches children about shape, colour and number. She introduces new words, such as, bigger, smaller, short and long, as they compare the sizes of 'snakes' children make with the dough. Children are very interested in role play and are supported well by the childminder, who engages them in conversations about what they are doing to encourage their early communication skills. However, there is less opportunity for children to further enhance their imaginary and sensory skills through

using real life resources, such as vegetables, as props to support their play.

The childminder has implemented clear systems for assessing and tracking children's progress. She is aware of children's immediate interests through observing children during their play and addresses their needs quickly. For example, the childminder has provided a number of different size and shape containers in role play for children interested in filling and emptying. Observation records show that the childminder has a good overview of children's development at any one time and is preparing them well for the next stage in their education, such as starting school. Next steps are identified and worked towards through a balance of planned and spontaneous activities. Parents are aware of children's learning journeys and receive verbal information on a daily basis about the activities they have participated in. They share information about their children's learning at home and this is used positively by the childminder to complement and enhance assessment of children's learning.

Children enhance their learning away from the setting, as they visit a variety of children's groups to socialise with their peers and engage in further activities. Furthermore, they enjoy trips to the local parks, nature reserves and garden centres to look at the animals that are kept there. Children spend time each day in the fresh air either on walks or in the childminder's garden. They have physical play opportunities with the use of a climbing frame and ride-on toys and engage in other activities, such as messy play with shaving foam or flour and water. However, there is less opportunity for children to explore their natural environment, for example, by freely digging in mud or through planting and growing activities. A suitable range of resources are in place to help children gain awareness of the diverse society in which we live and they explore some beliefs and traditions, such as Chinese New Year through art and craft activities. The childminder is knowledgeable about the backgrounds of children that attend and is mindful of their own customs and religions when planning activities.

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

The childminder's good practice ensures that children develop close bonds and emotional attachments to her and her family. Her home is welcoming and space is organised effectively, so that children can play, eat and rest comfortably. The childminder helps children to settle by ensuring she gathers relevant information from parents, so that she has a clear understanding of their individual care routines and interests. The childminder is kind and caring and children, even those new to the setting, respond positively to her interaction. They approach her with ease and are able to communicate their own wants and needs confidently, such as when they are hungry or tired. The childminder understands the importance of sharing information with other settings as the need arises to promote children's well-being and to ensure that learning needs are met and she has suitable systems in place for this.

The childminder gently guides and supports children's understanding of maintaining their own personal care, such as cleaning their hands before eating. She ensures she is a good role model for young children by enabling them to see her washing her hands before

preparing food or after changing a nappy. A range of healthy and nutritional snacks are provided and drinks are readily available throughout the day.

Children's behaviour is very good. They are spoken to in a calm and pleasant manner by the childminder, who gently guides them through the rules and routines of the setting and what is expected of them. For example, children are always encouraged to tidy away toys before choosing new ones, which helps them gain a sense of responsibility. 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. Sleeping children are regularly monitored until they naturally awake. The childminder also encourages children to be active and explore their environment, whilst teaching them to be safe. For example, she gently reminds children not to run in the kitchen, as they may slip and hurt themselves on the tiles.

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

Children are safeguarded effectively in the childminders care due to her good knowledge of the procedures to follow in the event of any concerns. A range of policies to safeguard children and promote their well-being are shared with parents. Child protection training has been attended, so that the childminder is aware of local procedures and legislation. 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. The childminder's home is secure, clean and well-maintained. Effective procedures are in place to ensure children play in a safe and secure environment, including daily checks of the premises and risk assessments of any outings.

The childminder endeavours to provide good quality childcare for all children in her care and has made a very positive start to her childminding business. She demonstrates a clear understanding of the learning and development requirements and ensures that they are delivered through well-thought-out and interesting activities. As a result, children make good progress in their learning. Systems to self-evaluate the childminder's practice have been introduced and she gathers feedback from parents about the services she offers. A number of training courses have been attended since registration, including behaviour management and other courses have been identified to support future practice. The childminder has built positive relationships with parents, which benefits and supports children's time in her care. They comment enthusiastically in written feedback that they feel the childminder is excellent, provides great communication and ensures that their child is happy and safe. The childminder is knowledgeable regarding working together with outside agencies as the need arises to support children's progress.

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	EY466104
Local authority	Peterborough
Inspection number	935152
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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