

## Inspection date

Previous inspection date

25/02/2014

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 teaches young children the key skills they will need to support their future learning well. She thoroughly understands how the children learn best and what their interests are, enabling her to provide suitable opportunities for them to make good progress.
- Children are looked after in a safe environment. The childminder has a thorough understanding of child protection issues and makes sure that everything the children may come into contact with is risk assessed and made as safe as possible.
- The childminder is well organised. She knows how to manage her business and ensures that documents and records are kept up to date and accurate. She maintains the security of her setting and of the children by being vigilant.
- The childminder is constantly reflecting on her practice, attending training and seeking support to enable her to provide the best possible care and learning for the children placed with her.

### It is not yet outstanding because

- Communication lines with parents and carers are not yet fully effective in securing information to support children's continuity of learning and progress towards the early learning goals.
- There is scope to enhance the already good opportunities for children to learn to develop concentration and to persevere at tasks.

## 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 children engage in free choice play and take part in planned activities and discussed these observations with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and her household and talked with the childminder about her self-evaluation and improvement plans.
- The inspector took account of the views of parents and carers from information included in the childminder's documentation.

## Inspector

Anne Archer

## Full report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family including one child aged seven years in a house in Peterborough. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The childminder offers overnight care. The childminder currently cares for five children, including two in the early years age group. All are part-time arrangements and children attend for a variety of sessions. The childminder attends a childminding support group and stay and play activities at a local pre-school. She visits nearby parks on a regular basis. The childminder collects children from the local school and pre-school. The childminder supports children who speak English as an additional language. The childminder operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

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

- strengthen communication lines further to enable all parents to contribute to their children's development, learning and progress towards the early learning goals by sharing information about their children's experiences and achievements outside the setting
- enhance the already good opportunities for children to learn to develop concentration and to persevere at tasks.

## Inspection judgements

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

The childminder teaches young children the key skills they will need to support their future learning well. She thoroughly understands how the children learn best enabling her to provide suitable opportunities for them to make good progress. The childminder gives children time to think about what she has asked them and then follows up their responses with supportive language or actions. For example, a child goes independently to the cloakroom to wash their hands after painting. After a few moments, the childminder calls the child to ask if everything is alright. The child responds that it is. The childminder gives time to allow the child to enjoy playing with the water before reminding them to turn off the taps and dry their hands.

The childminder observes children as they play and makes sure they are making progress across all areas by tracking their learning in line with expected developmental milestones.

She does this to make sure children gain the skills they need to be ready for the next stage in their learning. Any areas of concern are highlighted and steps taken to further support the child. The childminder is aware some children only have a short concentration span so she keeps activities, such as story time, short so that they do not lose interest. However, there is scope to exploit spontaneous teaching opportunities to help young children learn to persevere and concentrate for longer periods of time. The childminder shares information verbally with parents every day or if this is not possible, she sends a text to update them. She completes a full review of children's development and learning on a quarterly basis. While parents and other carers are very good at keeping the childminder up to date about care and well-being issues, the sharing of information about children's learning experiences at home or with other family carers is less consistent. This means that the childminder does not always know about children's new interests and experiences at the earliest opportunity so that she can incorporate discussions or activities about them into the child's day.

Children benefit from playing in an environment that is rich in opportunities for conversation and discussion. They are well supported in developing their communication and language skills. Very young children understand how conversations work and listen intently to the childminder as she talks to them then respond in baby babble and the occasional word in English or their home language. The childminder supports children who speak English as an additional language by seeking information from parents about languages used at home. The childminder talks with parents when there are any potential concerns about development and offers advice and support. Books are easily accessible and feature prominently in the children's routine. Children join in appropriately for their developmental stage. Children visit local groups with the childminder which enables them to socialise with children of a similar age and to play with different toys. They go on outings to local parks, talk about what they can see and maybe collect twigs to take back to the childminder's house to make stick men, like they have seen in a favourite book, later in the day.

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

The childminder works hard with parents and other family carers to settle children into her home because she understands how important it is to support the transition from home by ensuring children are emotionally secure in her setting. Parents and children are invited to visit to ensure both parties are happy with the arrangements and the environment. There are warm and caring relationships evident between the childminder and the minded children that make them feel valued and secure. Children's behaviour is managed consistently well. They learn to share and take turns and older children learn to be considerate to their younger friends. For example, they know not to lean on the highchair while the baby is sitting in it to avoid it toppling over. Children are treated respectfully by the childminder and they thrive on the encouragement and praise they receive.

Children are looked after in a safe environment. Although children are encouraged to consider theirs and their friends safety as they play, the childminder makes sure that everything they come into contact with is risk assessed and made as safe as possible. For

example, storage in the first floor playroom is at a low level so children are able to reach the toys they choose to play with without risk of a fall. Children's personal care skills develop as they learn about the importance of hand washing at relevant times. The pre-school age children learn to put on jumpers and coats and are beginning to recognise when shoes are on the wrong foot by how they look and feel on their feet.

The childminder takes into account children's dietary needs and parental preferences when planning and preparing snacks and meals. She encourages children to try different fruits and vegetables, letting those who are able help her to prepare them. Children enjoy physical play equipment at the local park which promotes their understanding of the importance of physical exercise as part of a healthy lifestyle. Children's medical needs are known to the childminder. She holds a current paediatric first-aid certificate and is confident to deal with minor accidents or illnesses. She is fully aware of the requirements for administering medicines and maintains a log signed by parents.

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

Children are looked after in a safe environment. The childminder has a good understanding of her roles and responsibilities in relation to the safeguarding and welfare requirements. She has a thorough understanding of child protection issues and her procedures include use of mobile phones and cameras in her home during childminding hours and the safe collection of children. The childminder makes parents aware that she works alone and that she has undergone suitability checks with Ofsted so they can be assured of their children's safety. She informs parents when on rare occasions she has a family visitor and ensures that minded children are closely supervised during these times.

The childminder is well organised. She has a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage and provides activities to support children's development in all areas of learning. She knows how to manage the business side of her provision to ensure that documents and records are kept up to date and that the security of her setting and of the children is maintained. Policies and procedures are reviewed and updated regularly and shared with parents so they can understand how her provision operates.

The childminder is constantly reflecting on her practice, attending training and seeking support to enable her to provide the best possible care and learning for the children placed with her. She takes into account any comments from children and parents and uses these when reviewing her practice. To support her childminding practice, the childminder has several years experience of caring for children in their own homes and is part-way through a training programme to enable her to achieve a National Vocational Qualification at Level 3 in early years education.

### **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>     | EY466604       |
| <b>Local authority</b>             | Peterborough   |
| <b>Inspection number</b>           | 934602         |
| <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>  | 5              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | not applicable |
| <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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