

Inspection date

23/04/2014

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

- Children are comfortable and at ease in the childminder's care due to her kind and caring nature. She values children highly as individuals and warmly welcomes them into the home.
- Children make good progress in their learning and development as they engage in a broad range of activities indoors and outdoors, which are planned around their interests and developmental needs.
- Good relationships with parents have formed. Regular communication both verbally and through a detailed daily diary ensures children's continuing needs are well met.
- Children are safeguarded well as the childminder has a secure knowledge of how to protect them and the correct procedures to follow if she has concerns about a child's welfare.
- The childminder demonstrates clear vision and dedication to her childminding business. She is strongly committed to continuing her professional development in order to benefit children's experiences and improve practice.

It is not yet outstanding because

- Children have fewer opportunities to broaden their sensory experiences and explore and experiment with a wider range of materials.

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 and kitchen.
- 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.

Inspector

Carly Mooney

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 children aged 14, nine, seven and five years in a house in Peterborough, Cambridgeshire. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has two pet cats. The childminder attends a toddler group and activities at the local community centre. She visits the shops and park on a regular basis. There are currently five children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except 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:

- enhance opportunities for children to broaden their sensory experiences, for example, by increasing the range of media and materials to explore texture and smells.

Inspection judgements

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

The childminder has clear expectations of all children and endeavours to give them the best possible start in life. Children are keen to explore and investigate their surroundings, as the childminder provides a stimulating learning environment and has a clear understanding of how children learn through play. Teaching is good and a variety of methods are used to stimulate and motivate children to learn. For example, during a planned activity, young children were introduced to coloured dough as a play resource. The childminder demonstrated clearly how to roll, pat, squeeze and press the dough and introduced these new words into the children's vocabulary as she did so. Children were not rushed and were able to explore the dough in their own time, gingerly poking it with a finger, before picking up big lumps with both hands, as they became more curious. Children also engage in other creative activities, such as painting and sand play. However, in general, they have less opportunity to explore a wider range of materials that helps to further broaden their sensory experiences on a regular basis.

Children are supported well in their chosen activities, as the childminder spends time at their level and constantly talks to children as they play. She introduces concepts, such as colours and shapes when children show an interest in a wooden shape puzzle. The childminder repeats these words for reinforcement to strengthen their language skills and understanding. The childminder makes good use of her local environment to provide a

variety of experiences and enhance learning. For example, children go on walks and visit local nature reserves to collect natural materials, for a bug hotel they have made in the garden. They enjoy seeing the animals at nearby farm parks and visit soft play centres for physical play. The childminder is knowledgeable about the backgrounds of the children that attend and is mindful of any customs or religions. A suitable range of resources are in place to help children gain an awareness of the diverse society in which they live.

The childminder ensures that children access a broad curriculum and plans effectively for children through their own weekly plan, that focuses precisely on their current interests and development needs. She observes children in their play and keeps a record of their achievements, linked to the early learning goals and supported by photographs. Children's progress is regularly assessed and tracked to ensure they are well prepared for their next stage of development, such as starting school and that no learning opportunities are missed. Parents are able to view their child's development folder whenever they wish and receive daily written information through a daily diary regarding the activities they have participated in. Parents use the diary to provide the childminder with information about the child at home, which ensures their continuing needs are met. Development reviews are shared with parents every three months so they are fully aware of their child's progress and how the next steps in their learning are being supported and worked towards.

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

The childminder is loving and caring and has developed close emotional bonds with the children she cares for. Despite some children attending for only a short period of time, they demonstrate through their behaviour that they feel happy and secure in the childminder's care. For example, they spontaneously approach her for a cuddle, holding their teddy from home, as they snuggle in to her neck when tired. The childminder's home is welcoming and space is organised effectively so that children can play, eat and rest comfortably. Children can independently access a good range of age-appropriate toys so that they are able to make some of their own choices in their play. The childminder provides a fully inclusive service to all children attending and gathers both written and verbal information from parents at the beginning of children's placements so that she has a clear understanding of their individual care routines and preferences. This helps young children successfully make the move from home to the childminder's home.

The childminder gently guides and supports children's understanding of the behavioural expectations within the setting. Older children have helped to devise the house rules and younger children respond well to the childminder's calm and gentle manner, when teaching them appropriate behaviour and social skills. For example, why they must not throw toys. Children welcome her praise and encouragement during activities, such as 'good boy' and 'well done', which instils confidence and self-esteem. Children's independence is promoted as they learn to feed themselves from an early age and show an interest in wiping their own hands after eating, with support from the childminder. 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. Children participate in important safety practices, such as fire drills helping them gain an understanding of how

to keep themselves safe.

The childminder promotes a healthy lifestyle within her setting. The childminder gently guides young children in developing their own self-care skills, such as washing their hands before eating and after engaging in messy play. Children have regular opportunities to access the childminder's garden and spend quality time in the fresh air on walks and other outings. A suitable range of equipment supports children's physical play and they frequently visit local parks. A good range of healthy homemade evening meals meets children's nutritional needs and they have constant access to their own drink throughout the day. Snacks and lunches are provided by parents and adhere to the childminder's healthy eating ethos.

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

The childminder has a secure understanding of the safeguarding and welfare requirements and has an informative range of policies and procedures in place to support children's well-being. She is aware of the procedures to follow in the event of a concern and has completed training so that she is aware of local procedures and legislation. Suitability checks are carried out on adults living at 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, safe and well maintained. Regular risk assessments and daily monitoring of the setting, ensures children are kept safe and protected from harm. Documentation is organised and maintained to a good standard, which effectively supports children's safety and welfare.

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 has developed a clear understanding of the learning and development requirements and provides a broad range of interesting activities, which supports children to make good progress in their learning. Effective systems are in place for monitoring children's progress. The childminder uses appropriate guidance to plan precise next steps, that provides suitable challenge in children's learning to meet their individual needs. The childminder has made a good start to her childminding business and demonstrates a strong commitment to continually improving practice through ongoing self-evaluation and training needs. She is currently studying for a level 3 childcare qualification, which she feels will strengthen her practice and benefit the children in her care.

The childminder works closely with parents to meet the needs of the children in her care and as a result, positive relationships have formed. Parents input is valued. They speak to the childminder on a daily basis regarding their children's day and use the diary system well to communicate. The childminder works very closely with other settings to meet the needs of the children in her care, using a diary to share information regarding children's welfare and learning needs. Overall, the childminder provides a warm and welcoming home, where children feel happy, safe and secure.

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	EY468294
Local authority	Peterborough
Inspection number	939862
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
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.

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