

Inspection date

Previous inspection date

19/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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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

- Children are provided with a warm and welcoming play environment. Close attachments have formed with the childminder, which means that children feel happy and confident to express themselves.
- The childminder has a good understanding of children's individual stages of development and plans a range of activities that provides them with enjoyment and challenge in their learning.
- Positive partnerships with parents are in place. A thorough, daily exchange of information takes place with all parents, which ensures children's continuing needs are met.
- Children are safeguarded well as the childminder has a secure knowledge of how to protect them and the correct procedures to follow if he has concerns about a child's welfare.
- The childminder is proactive and shows a strong commitment to continuing his professional development through well-targeted areas for improvement and ongoing training.

It is not yet outstanding because

- Children have less opportunity to gain an understanding of other cultures and beliefs as there are few toys and resources available to support this.

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 under the garden pergola and in the conservatory.
- 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. He lives with his partner, who is also a registered childminder and two children aged six 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 family has three cats, a rabbit and chickens as pets. The childminder visits the shops and park on a regular basis. He takes and collects children from the local schools. There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. He operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. He is a member of 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:

- support children through their play and resources to become aware of and explore ethnicity, culture, religion and disability.

Inspection judgements

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

Children show they are confident and comfortable in the childminder's home, as they actively explore the good range of toys and resources provided for them. He works closely with his partner, another registered childminder, to provide quality care that helps to give children the best start in life. The childminder supports children well during activities and understands how they learn through play. He uses various good teaching methods to ensure children make clear progress in their development. For example, the childminder interacts with young babies at their level, repeating words for reinforcement and introducing new words, such as 'crunchy' to their emerging vocabulary. Children enjoy looking at books with the childminder who sits them closely on their knee to read the story and encourages them to touch and feel the different textures. Babies show familiarity with books as they attempt to turn the pages themselves and point with their finger at something they are interested in.

The childminder's garden supports the seven areas of learning extremely well. Children are free to explore the many areas, such as, a mud kitchen, musical area, role play house and fairy garden. They have good opportunities to explore the natural environment, as they are able to freely excavate and dig in mud. A bug hotel provides a natural habitat for hundreds of bugs and insects, supported by pictures and information around the garden about the wildlife, to use as a discussion point. A covered area in the garden, with mats and soft cushions allows non-mobile babies the opportunity to experience and play in the

fresh air on a daily basis. Here, they are provided with a good range of activities, which supports their interests, such as a ball pool and musical toys. Children's understanding of valuing and respecting others is beginning to be supported through their play and they are able to learn about some other cultures and traditions, such as Chinese New Year. However, there is scope to improve upon the toys and resources available, which promotes a suitable understanding of their own culture and those of others.

The childminder has made a positive start with his systems to observe, assess and plan for children's learning needs. Clear starting points are gathered from parents and discussed thoroughly at the time of the children's placement. He observes children in their play and takes photographs of them to illustrate the activities they enjoy. Tracking systems are in place to highlight the progress children are making, in order to identify any gaps and next steps in their learning. This also helps to ensure that children are well prepared for their next stage of development, such as starting pre-school or school. Information about activities are shared each day with parents in a daily diary. Also, parents share information about their child at home in this way.

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

Children settle well in the childminder's home, including those who are very new to the setting. They demonstrate through their behaviour that they feel safe and secure in the childminder's company and are beginning to form secure emotional attachments. For example, children welcome cuddles from the childminder after waking early from a sleep. He gently rocks and soothes children who become upset and allows them to wake properly in their own time, sitting calmly on the sofa to look at a book. The childminder helps children to settle by ensuring that clear information from parents is gathered at the beginning, so that he has a clear understanding of children's individual routines and interests. Effective communication through the daily diary system means that children's continuing needs can be met on an ongoing basis. The childminder cares for children who attend the reception class at a local school. Discussions about children's time at school are held with the reception teacher on a daily basis, to promote children's well-being and ensure that learning needs are met.

The childminder organises the home and outdoor learning areas well, so that children can play, eat and rest comfortably. Children's safety is a priority for the childminder and they are well supervised at all times. Older children learn about safe practices, such as road safety on daily walks to and from school, where they have clear rules to follow. Children behave appropriately for their age and respond positively to the childminder's calm and consistent manner. He praises children when they do well, which encourages their confidence and self-esteem and makes them smile. Babies are beginning to display their independence, as they crawl over to the toys they would like to play with, confidently feed themselves finger food at lunch time and drink independently from their cup.

Good emphasis is given to play in the fresh air and promoting a healthy lifestyle. A range of healthy meals and snacks, provided by the childminder, meet children's nutritional needs well. Also, they help plant and tend to vegetables growing in the garden, so that they gain a good understanding of where food comes from. Children enjoy visiting the

chickens who live at the bottom of the garden and collecting the fresh eggs. They visit local parks and walk to and from school for physical exercise. Children learn about and follow good routine hygiene procedures for hand washing and older children have their own individual towels in the bathroom to prevent the spread of infection.

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. He is aware of the procedures to follow in the event of a concern and has completed local authority safeguarding training, which ensures he is knowledgeable regarding local procedures. Suitability checks are carried out on adults within the home, a visitor's record is kept and children are never left alone with people who are not vetted. Children are kept very safe and protected from harm, as the areas children use are monitored regularly through effective risk assessments and daily visual checks. Documentation is organised and maintained to a good standard, which effectively supports children's safety and welfare.

The childminder understands his role and responsibilities to meet the requirements of the Early Years Foundation Stage. He also demonstrates a secure understanding of the learning and development requirements, delivered through interesting activities that support children's good progress towards the early learning goals. The childminder uses appropriate guidance to monitor children's progress and plan for precise next steps in their learning. He demonstrates clear focus for the future and has identified a number of areas for improvement, which will improve the experiences for children, including increased learning opportunities in the garden. The childminder is keen to attend training to further improve his knowledge and understanding of childcare.

The childminder has built positive relationships with parents, which benefits and supports children's time in his care. The childminder demonstrates a good understanding of the benefits of working closely together to meet children's needs. Parents input is valued and used effectively to ensure children's learning and care needs are continually met. Parents are well informed about their child's day through verbal discussions at collection time and the daily diary system. Partnerships with the local school are good and this means that children benefit from a coordinated approach to their care and development and as a result, make good progress. Overall, children feel happy and safe in the childminder's care and participate in a good range of interesting activities they enjoy.

The Childcare Register

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| 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

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|------------------------------------|----------------|
| Unique reference number | EY469297 |
| Local authority | Peterborough |
| Inspection number | 944999 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 4 |
| Number of children on roll | 3 |
| 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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