

## 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

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 develops warm and caring relationships with children, supporting them well as they settle in her home. This enables children to become happy, confident and relaxed in her care.
- Children make good progress in their learning and development, due to the childminder's sound knowledge of child development. She provides interesting activities linked closely to children's interests and individual needs.
- 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.
- The childminder's home is welcoming and safe, and a clear priority is given to safeguarding. This means that children feel safe and are comfortable to explore their surroundings.
- The childminder constantly reflects and evaluates her setting to ensure her practice is constantly evolving and improving, which will enhance children's experiences over time.

### It is not yet outstanding because

- There is scope for children to gain a fuller 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.
- 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 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her 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. She 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. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She 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 more 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

The childminder provides a warm and welcoming environment, where children feel happy to explore their surroundings in confidence. She works closely with her partner, another registered childminder, to provide quality care that helps to give children the best start in life. She demonstrates a good understanding of various teaching methods that engage and motivate children to learn. For example, the childminder introduces a young baby to a treasure bowl she has put together. The baby shows curiosity to explore and touch a variety of natural and other items, which supports their sensory play. For example, bark, pine cones, dry pasta, pegs and beads. The childminder models language clearly and provides a constant narrative to the activities and routines children participate in so that they understand what is happening. She repeats words and sounds for reinforcement and praises and encourages children when they attempt to repeat the sound back, such as a clucking chicken sound.

The childminder observes, assesses and evaluates in order to plan for children's future learning. She gathers clear starting points from parents through discussions and completes 'all about me' written information when children first start. She uses photographs effectively as she observes children playing to show the activities they enjoy. She has a good understanding of child development and effective tracking systems show the progress children are making and identify any gaps in development and the next steps

in learning. Children are, therefore, well prepared for future learning, such as for when starting nursery or school. A daily diary is used to share information with parents so they are fully included in their child's learning and development and can continue at home.

Children have lots of opportunities to explore the inspiring outdoor garden with a vast variety of learning opportunities, for example, there is a role-play house, mud kitchen and musical area. The childminder promotes the seven areas of learning very well. She generally supports children's understanding of diversity and respecting and valuing others. They celebrate festivals, such as Chinese New Year. However, there is less of a range of toys and resources available to extend an understanding of their own culture and those of others. She plays alongside and with the children to support their learning as they dig and investigate the natural world. The childminder uses information, such as books and pictures about wildlife, for discussion to support activities like the bug hotel, so children learn more about bugs and insects. Children have opportunities to play under a pergola in the garden, which provides shade and allows non-mobile babies to have fresh air daily in a comfortable area. They are also provided with activities, such as, material books, ball pool and cause and effect toys to further extend their enjoyment, skills and interests.

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

Some children have only been attending the childminder's home for a short period of time. However, despite this they have settled well due to the childminder's kind and caring nature. Children show that they are comfortable in the childminder's care by approaching her for cuddles and are beginning to form close emotional attachments. She shows a good appreciation for children's individual care needs. She recognises signs of tiredness well and adheres to individual routines for sleep and meal times. The childminder helps children to settle by ensuring she gathers good information from parents so that she has a clear understanding of their 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. Information is shared on a daily basis to promote children's well-being and ensure that learning needs are met.

The childminder promotes children's good health and self-care as they go to bathroom to wash hands prior to eating and wipes are used for babies to clean their hands and face. Children have their own towel in the bathroom to prevent the spread of infection. Children have designed their own hand washing posters, which have been laminated and displayed in this area as a reminder, which values their knowledge. Children are encouraged to be independent and put on own shoes and coat before outdoor play. A great importance is given to children learning about being healthy and having plenty of fresh air. The childminder provides a range of healthy meals, drinks and snacks. Children have the opportunity to grow plants and vegetables in the garden to further their understanding of where food comes from and about a healthy diet. For example, they grow runner beans, strawberries and peas. Children are able to collect fresh eggs from the chickens at the end of the garden, extending their knowledge of the world around them. Children have opportunities for physical activity running in the garden or park and when walking to

school.

Children feel safe and secure in the childminder's care, where they feel confident and happy to explore the toys and resources in the home and garden. She supervises children at all times and their safety is of paramount importance. Children learn to keep themselves safe, as is age appropriate, for example, by participating in fire evacuation drills. She organises her home and outdoor learning areas well so that children can play, eat and rest comfortably. Babies develop independence, for example, by being able to crawl and choose from a range of resources at their level and by feeding themselves finger food. She promotes children's self-esteem and confidence by praising their achievements and they respond, for example, by smiling. Children's behaviour is good as the childminder is a good role model and she uses a calm and consistent manner.

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

The childminder demonstrates a good understanding of safeguarding children in her care and the procedures to follow should she have any concerns. She has attended suitable local authority safeguarding training, which ensures she is knowledgeable regarding local policies and procedures. Suitability checks have been carried out on adults living at the premises, a record of visitors is kept and children are never left alone with people who have not been vetted. The childminder is vigilant regarding safety and completes regular risk assessments of both the home and outings to ensure children are kept safe while in her care. Record keeping is thorough and records, such as a daily register are maintained appropriately to support children's safety and welfare.

The childminder has made a good start to her childminding business and demonstrates a clear understanding of the learning and development requirements through her effective practice. Activities are tailored well to support children's individual needs and this ensures they make good progress in their learning. The childminder uses appropriate guidance to monitor children's progress and plan for precise next steps in their learning. She demonstrates a strong commitment to continually improving practice through ongoing self-evaluation and training. She has plans to study for a level 3 childcare qualification later in the year to improve practice further and benefit the children in her care. The childminder has clear focus for the future and has identified a number of areas for improvement, including further learning opportunities in the garden.

Relationships with parents are positive and provide a good contribution to meeting children's needs, as input from parents is valued. The childminder demonstrates a good understanding of the benefits of working closely together to meet children's needs. 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.

### **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>	EY469298
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	945000
<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>	4
<b>Number of children on roll</b>	3
<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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