

<b>Inspection date</b>	04/06/2014
Previous inspection date	06/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

### **The quality and standards of the early years provision**

#### **This provision is outstanding**

- Children are well protected in the care of the childminder because she has an excellent understanding of safeguarding procedures and knows how to keep them safe at home or when visiting the local area.
- Highly supportive partnerships with parents are in place. This means children feel secure in the care of the childminder and are able to play and learn happily.
- The childminder's teaching skills are excellent and as a result, children are motivated to learn and subsequently make outstanding progress towards the early learning goals.
- Self-evaluation is fully embedded and supports the childminder extremely well as she strives for excellence. As a result, children's progress in their learning and development is assured.
- The childminder is passionate and dedicated to her role. She enjoys improving her own knowledge and skills, which in turn, benefits the children in her care.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke with children and the childminder at appropriate times throughout the inspection.
- The inspector and childminder took part in a joint observation.
- The inspector read feedback from parents and took their views into account.
- The inspector looked at children's 'All About Me' documents, planning documentation, the self-evaluation form and a range of other documentation.

## Inspector

Jacqueline Baker

## Full report

### Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her partner and three children in Peterborough. The whole of the childminder's house is used for childminding and there is an enclosed garden for outside play. There are currently six children on roll, all of whom are within the early years age range. The house is within walking distance of local amenities, such as, schools, shops and parks. The childminder operates all year round, from 8am to 6pm, 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:

- continue to implement the excellent plans for the garden to provide even more opportunities for children to engage with the natural world as their play.

### Inspection judgements

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

The childminder is highly motivated and demonstrates an excellent knowledge of how to promote children's learning through play. She provides a wealth of well-planned activities that are tailored to each child's interests and ensures there are plenty of stimulating opportunities to challenge children's thinking. As a result, even young children show the characteristics of a mature, inquisitive and active learner. The childminder plays alongside children and offers support and encouragement through conversation and highly skilled interactions. For example, children enjoy playing a matching game with the childminder using large picture cards that depict animals and their young. The childminder gives children simple instructions about the rules of the game and by selecting the first cards for herself, gives the children an excellent demonstration of how to play. Children enthusiastically join in and through careful questioning, comment and modelling of language the childminder soon enables children to share their ideas and guess the name of the animals on their cards. Children repeat the word 'kangaroo', giggle as they make the correct noise for a lion and demonstrate an elephant's nose by using their arms. These playful activities teach children a wealth of knowledge about the world around them, along with enhancing their listening skills, communication and powers of concentration. These are all vital skills that will prepare children for their eventual moves to nursery or school.

Whenever possible the childminder makes excellent use of opportunities in the local community to extend children's learning. Visits to the park, the soft play area or simply

going for a walk along tree lined pathways, all provide new experiences for children. They learn how to develop confidence in new environments and develop essential social skills when meeting new friends. Visits to the library are planned and choosing books to read provides added opportunities to enhance children's literacy skills. The childminder ensures there are examples of writing around the home and toys are stored neatly in labelled boxes. Lots of paper, pens and crayons are available to practise making marks and in discussions, the childminder can be heard emphasising letter sounds, such as 'm' for mummy. This means children have exceptional support in this area.

The childminder's enthusiasm and diligence in supporting children is evident not only in her interactions, but also in the way she observes children and makes astute assessment of their development. The 'All About Me' records and tracking of children's development is outstanding and is not only essential for her own work but is also used by health professionals and others, so that children's care and learning needs are coordinated well. Parents contribute their ideas and are well informed of their children's progress. Daily discussions and a daily diary supports children extremely well and as a result, they are making excellent and in some cases, rapid progress toward the early learning goals.

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

Children are happy and feel secure in the care of the childminder because of the strong emotional bonds that have developed. Excellent partnerships with parents are embedded in the practice of the childminder and as a consequence, she is well informed of children's care needs and their preferences. Children's safety is paramount and as a result, there are well-established routines in place, to help keep children from harm, as they play. The childminder understands that children need to learn how to protect themselves from harm by taking appropriate small risks. For example, children carefully climb the stairs at the childminder's house and hold tightly onto the handrail. The childminder's diligent supervision and encouragement to climb slowly and carefully means that even young children complete the journey upstairs safely.

The childminder's home is welcoming and well-resourced with high quality toys and activities to support children's learning and development. The garden is well designed and offers spaces to entice children to explore and investigate in the fresh air. Plans to further extend opportunities for children to observe their natural world, plant seeds and dig are soon to be implemented. This is of great benefit to those children who prefer to learn in this environment.

In collaboration with parents, children are sensitively toilet trained and learn good personal care routines, such as washing hands before meals. Excellent consideration is given to children's emotional well-being, as they experience changes in their lives. The childminder carefully plans settling-in periods for new babies and this not only supports the new starter but also those children who are established in her home. The childminder has high expectations of children and has extremely good ways to encourage their positive behaviour. Gentle and timely reminders about sharing are offered when necessary and as

a result, children are learning how to play and socialise with others successfully. Lots of physical exercise, healthy snacks and discussions about nutritious foods assure children's good health. All in all, children are well supported to flourish in their early years.

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

The childminder has an outstanding understanding of her responsibilities to ensure her practice meets the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. She has current knowledge of safeguarding procedures for her local area and knows how to identify and report concerns she may have, about children in her care. Outings and activities are thoroughly risk assessed and there are robust plans in place, should an emergency arise. The childminder is passionate about improving her knowledge and skills. She uses the internet, attends courses and researches constantly to ensure she stays abreast of current childcare practices. The childminder has a supportive network of childminding colleagues and others who help her to improve her practice. This has been of great benefit to both herself and the outcomes for the children.

The childminder's monitoring of children's progress and the educational programmes are outstanding. In this way she is able to quickly identify children's strengths and areas she needs to focus on, in order that children make the excellent progress. Self-evaluation is truly embedded in her practice and this enables the childminder to reflect on how she can improve her service to children and families. For example, the childminder has recently redesigned the way in which she captures parents contribution to children's initial assessments. This simple, yet informative document has enabled the childminder to better establish children's next steps in learning and ensure they have the learning opportunities to be successful. Action plans are well-targeted to improve children's progress and strive for even greater improvements.

Parents are valued partners and this is reflected in the extremely positive feedback provided from parents at inspection. Parents highlight that 'handovers at pick up time are always very thorough and we never feel rushed if we want to know more about our child's day'. Partnerships with other professionals are also considered vital to the childminder and these too support children in a coordinated and planned approach.

### **The Childcare Register**

The requirements for the compulsory 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>	EY354425
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	820893
<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>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/01/2009
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

