

Inspection date	07/08/2014
Previous inspection date	27/10/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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

- The childminder is vigilant in supporting children's learning in a superb, child-led environment. As a result, children develop supreme confidence in their daily interactions and communication with others.
- The childminder has a highly effective system for settling children into her care. As a result, children form strong, secure and enduring attachments.
- A child-centred approach is extremely well implemented. As a result, children are exceptionally well prepared for the next stage in their learning.
- The childminder uses a range of highly effective methods to engage and communicate with parents. As a result, information about children is consistently shared so that their learning can continue at home and their needs are particularly well met.
- The childminder has high expectations of children's behaviour. Consequently, children develop confidence to support them in their next stage of learning and behave in an exemplary manner.
- Children are exceptionally well protected because the childminder has detailed knowledge of local safeguarding procedures and implements highly effective methods of protecting the welfare of children.
- The childminder implements a highly effective process of self-evaluation to sustain ongoing improvement.

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 in the childminder's home and the outside play area.
- The inspector reviewed a range of documentation that the childminder uses to support her practice.
- The inspector conducted a joint observation with the childminder.
- The inspector checked the suitability of all occupants of the household.
- The inspector checked the childminder's evidence of self-evaluation.
- The inspector spoke to parents.

Inspector

Jayne Hogan-Birse

Full report

Information about the setting

The childminder registered in 1993 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their eldest child in a small cul-de-sac located just outside Peterborough city centre. All ground-floor rooms and the main bathroom are used for childminding purposes and there is a fully enclosed garden available for outside play. The childminder occasionally works with an assistant. Both the childminder and the assistant hold level 3 childcare qualifications. There are currently three children on roll, who are all in the early years age range. Funding for free nursery education is available for two-, three- and four-year-old children. The childminding provision operates from 8am to 6pm, five days a week, 48 weeks of the year. Before and after school and holiday care is also available. The childminder has two pet cats.

What the setting needs to do to improve further

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

- enhance the already excellent and well-resourced outdoor area further, for example, by incorporating opportunities for larger scale messy play.

Inspection judgements

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

The childminder is highly skilled at teaching and has an excellent understanding of how children learn and develop. She is highly committed to working closely with parents and involves them fully in the care of their children. She extends an extremely warm welcome to children and parents and has a highly effective system in place for gathering detailed information about children at admission. The information provides the childminder with a detailed picture of the child, including their likes, dislikes and particular needs. She knows about the special words they use and their meanings, their comfort toys and individual routines. This ensures children can communicate their needs and rapidly form strong attachments. The childminder is highly skilled at using admission information to form baseline assessments of children's starting points in their development. As a result, children have challenging, interesting and rich individual educational programmes and make rapid progress. For example, she uses children's interests as a starting point for her planning. This means that children are highly motivated to learn. She works exceedingly well with other professionals and educational establishments to support children at times of change. Because she is exceptionally proactive in contacting schools and other providers with detailed, relevant information, children experience a seamless transition on to the next stage of their learning. For example, she makes initial contact with schools and provides them with detailed information about children, which actively contributes to planning for their next stage in learning. The childminder develops superb learning

journals for children that include an array of photographs, artwork and observations to demonstrate the wealth of experiences children have. She uses this document to track children's progress and plan for wholly individual and well-targeted experiences. As a result, all aspects of children's learning is significantly enhanced, they develop high levels of independence and supreme confidence and well-being.

The childminder organises her provision using the highly effective assessment and tracking of children's progress. As a result, children are free to access the rich, varied and imaginative resources without being restricted by rigid routines. This means that children are continuously immersed in their environment without interruption. The provision is wholly child centred and there is a strong emphasis on children acquiring communication, language, physical and social skills. As a result, the provision is rich in open-ended experiences that highly engage children and significantly enhance their daily interaction and communication with others. The childminder is highly skilled at monitoring and evaluating children's activity and engagement levels. She uses her expertise to extend children's experiences. For example, when children show interest in natural occurrences such as a bee collecting pollen to make honey, she responds animatedly to extend and reinforce their communication, language and recall skills. She skilfully uses open-ended questions and introduces new words to reinforce language development. To further support children's communication and social development, the childminder arranges for children to sit together at meal times. She uses these occasions as rich learning opportunities for communication, social development and independence. For example, children are involved in choosing and preparing their snacks. The childminder uses the detailed knowledge of children to differentiate experiences and provide optimal challenge. As a result, children are fully supported, according to their age and stage of development, preparing them exceptionally well for the next stage of their learning.

The childminder provides a range of exceptionally good-quality resources that promote an enabling environment, through which children can extend and develop their own play and ideas. For example, children complete simple alphabet jigsaws, with support, then use chalks and replicate the pictures and letters on the paving stones outside. As a result, children develop supreme levels of confidence and are highly motivated in their play and activity. The care of children under two years is exceptional. The childminder nurtures their development and provides experiences to support their independence. For example, she skilfully supports them in using appropriately sized cutlery to butter bread for lunch and put filling in their sandwiches. Their learning is further supported by the childminder closely observing children and knowing when to extend their play experiences and add further interest and challenge.

The childminder occasionally works with an assistant. This provides opportunities for additional support for children. For example, the assistant undertakes interesting, creative projects with older children to provide further challenge for them without it having an impact on the younger children. For example, when school-aged children show an interest in dinosaurs, the assistant works with them on a project to create a large model of a dinosaur from household materials. The childminder accesses funding for initiatives to enhance and develop her service. She recently received funding to develop the outdoor environment. The impact of this funding can be seen in the array of interesting and imaginative resources for all ages that provide all-weather experiences. For example, there

is a large, wooden Scandinavian style lodge, which is used in a multitude of ways, from picnics in rainy weather to a quiet corner to look at books or engage in creative activities. There is a canopied slide and sandpit and areas to plant, grow and harvest vegetables. There are bikes and see-saws, water-play opportunities and children engage in nature projects, such as watching caterpillars grow into butterflies. As a result of this inspiring outdoor environment children's learning is enhanced in all areas. However, there is scope to enhance this already exceptionally well- resourced outdoor area to incorporate messy play on a larger scale. The childminder is also in receipt of funding for two- and three-year-old children. She is highly skilled at supporting children in these age groups and preparing for the next step in their learning. She uses this funding flexibly to meet the families needs. The funding is seen to best effect in the way she assesses, tracks and plans individual educational plans. She meticulously documents children's progress and plans for next steps. She quickly identifies gaps in learning and swiftly seeks interventions to ensure children continue to make expected progress.

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

The childminder provides an exceptionally secure environment where the safety of the children is of the utmost priority. Children are extremely well cared for and encouraged to actively play and explore safely. She is meticulous in ensuring the safety of resources and equipment. The childminder implements a highly effective and sensitive settling-in procedure. At the point of admission she establishes secure partnerships with parents and children. On the first full day of attendance she takes photographs of children and sends them to parents to provide peace of mind and give reassurance that their child has settled. As a result of this partnership working, children benefit from continuity and consistency of care and form strong attachments to the childminder. Children demonstrate supreme confidence and there is clear evidence that children are supported in developing this confidence in a range of contexts. For example, snack times provide children with the opportunities to make choices and prepare their own food. They are supported using kitchen equipment, such as graters, and older children receive support in using knives to cut fruit and vegetables. Because of the highly effective support children receive in developing these skills children demonstrate supreme well-being and confidence.

Children's behaviour is exceptional and incidents of poor behaviour are rare. The childminder is exceptionally knowledgeable about possible causes of children's behaviour and uses her expertise to implement an extremely effective behaviour management procedure. She has clear rules and expectations of acceptable behaviour. Children benefit from frequent praise and positive reinforcement of their behaviour throughout the day. Because she listens and watches children closely she is able to observe achievements and instances of positive behaviour and give immediate recognition. As a result of this highly effective approach, children develop a positive self-image, are supremely confident and manage their own behaviour, preparing them well for their next stage of learning.

Children develop a very strong understanding of the importance of adopting healthy lifestyles because the childminder promotes this at every opportunity. Children spend significant amounts of time outdoors in the fresh air, eat well and enjoy a wide range of physical activity. The childminder has a thorough understanding of how to safeguard the

welfare of children. She teaches children ways to keep themselves safe. She skilfully guides them into using safe practice when playing and exploring. For example, she is exceptionally vigilant at encouraging children outdoors to use large play equipment safely, with frequent verbal reminders to be careful and take care. As a result, children learn to take sensible risks, engage in more challenging experiences and feel exceptionally well supported emotionally to do this. The childminder has an extremely robust procedure of assessing risk and has a range of documentation that minimises risks to children in the environment and in the wider context. For example, she has business use car insurance, is registered for data protection to store children's records securely on a computer and has food hygiene training.

Parents and children alike speak extremely highly of the childminder. She is described by parents as 'a diamond' and parents say how much children enjoy attending her provision. They are confident that the children are extremely well cared for and speak of how she provides an extended working relationship. There are many examples of parent comments on questionnaires, where parents write of mutual trust and confidence. The children demonstrate their security and happiness by frequently making her pictures and cards, writing of their feelings about her. For example, they thank her for being a 'great childminder' and say she is 'the best'. The childminder displays these cards and pictures on the wall. The childminder's practice is truly inclusive. She has a superb approach to encouraging a deep mutual respect and tolerance. Children from diverse backgrounds are fully supported in following their faith and family beliefs. The childminder adapts her provision to include all children. For example, to support a variety of dietary needs she is flexible with meals to ensure that children have the widest possible choice and are not restricted. As a result of this acceptance, children develop a heightened sense of self-worth and belonging. They demonstrate supreme confidence that superbly contributes to preparing them for further learning.

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

The childminder is driven by an aspiration to provide highly enjoyable, varied and creative experiences for the children who attend. There is strong evidence in the documentation and continued professional development that the childminder continuously strives for excellence. The children are the focus of the provision and the childminder continually seeks out ways in which to enhance all aspects of the children's experiences. The childminder has an excellent understanding of her role and responsibilities for the welfare and protection of children. She has a robust procedure in place to document and report any concerns she has, to the appropriate organisations. The childminder has an extremely robust process in place to safely manage her provision. She has installed relevant safety equipment and is highly effective in implementing written procedures for accidents, illnesses, medication and incidents. She is extremely well organised in recording and storing information relevant to the care of children and uses her expertise, knowledge and skills to ensure children in her care are safeguarded. She is acutely aware of how children may come to harm and follows rigorous procedures, such as implementing sun safety, and applying sun cream to children before they go outside. She practises and documents fire evacuation procedures frequently to take account of children's attendance patterns and

children are well versed in what to do in the event of an emergency situation. As a result of these extensive safety practices, children's welfare is exceptionally well protected. The childminder manages her assistant well, and provides continuing support as she monitors practice. The childminder and her assistant communicate continually to balance the needs of children. The children demonstrate that they are comfortable and feel exceptionally secure with the assistant. For example, she sensitively comforts children who have just woken up by cuddling them until they are fully awake and ready to play again. As a result of this highly effective partnership working, children's needs are consistently and continually met throughout the day.

The childminder uses her expertise to effectively monitor her practice. She is extremely knowledgeable about her responsibilities for meeting the requirements in relation to safeguarding, welfare, learning and development. The childminder assesses and plans using guidance to accurately pinpoint starting points for learning and development. She uses highly effective systems to monitor educational programmes and provides sharply focused targets for next steps. Children are exceptionally well supported through this process, and as a result, they make rapid progress in their learning. The childminder establishes exceptionally strong links with parents and carers. She fully involves them in the care of their children and develops highly individual learning journals on admission. Each learning journal is of a different design and unique to the child. This document contains photographs to reflect development, observations, pieces of work and experiences that children have engaged in. They are a true reflection of their early years and are given to children to take home when they turn five-years-old. The childminder also establishes contact with educational establishments to provide detailed information, to minimise the disruption to children's learning when they move on to the next stage. The contribution of parents is highly valued and the childminder works hard to establish very strong partnerships. All relevant information is shared and parents play an active role in their child's learning and development.

The childminder has a highly effective procedure for self-evaluation. She has a written self-evaluation form in place that documents her strengths and areas for development. In addition to this, she regularly seeks the views and opinions of parents and children in the form of questionnaires. Children are invited to comment in any way they feel comfortable. The childminder reflects on these comments and adapts, adjusts or changes her practice to meet the individual needs of children. The childminder and her assistant both hold level 3 childcare qualifications and the impact of this can be seen in the highly effective practice that supports children in their learning and development. They work seamlessly as a team to provide first class care to the children who attend.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	256899
Local authority	Peterborough
Inspection number	871608
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	3
Name of provider	
Date of previous inspection	27/10/2008
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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