

Inspection date	05/09/2014
Previous inspection date	12/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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's safety is effectively promoted as the childminder undertakes regular training and there is a strong focus on child protection in her policies and procedures, which are reviewed and updated regularly. As a result, the safeguarding and welfare requirements are met.
- Teaching is good. Children make effective progress in their communication and language skills because the childminder skilfully questions them, encouraging them to think further. Consequently, children are reaching expected levels of development.
- Partnerships with parents are good because the childminder works closely with them to support children's learning and development. As a result, they make a strong contribution to meeting children's needs and their learning at home is promoted well.
- The childminder has worked hard since her last inspection to develop her practice, and as a result, children enjoy an improved learning and care experience.
- Children form strong relationships as they relate easily to the childminder, who works hard to promote bonds and attachments with them and their families. This promotes children's self-confidence and independence and they show good concentration skills.

It is not yet outstanding because

- As the childminder has not had young children in her care for some time, there is less resourcing with regard to the variety of books and art and craft resources to meet the needs of the age range of children attending.

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 house and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector reviewed the childminder's self-evaluation form as provided at the inspection.

Inspector

Deborah Hunt

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, three adult children and one child aged 11 years in Peterborough, Cambridgeshire. The whole of the house is used for childminding, with a toilet available upstairs. There is an enclosed rear garden available for outdoor play. The family has two pet cats. The childminder attends a toddler group and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She receives support from the local authority.

What the setting needs to do to improve further

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

- enhance resources provided further to ensure that art and craft activities and books for younger children are plentiful and are used to extend their learning opportunities.

Inspection judgements

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

Children are supported to make good progress and their learning and development is promoted well. The childminder has an effective understanding of the Early Years Foundation Stage and uses observations and assessments to plan according to children's individual needs and interests. Her positive, enthusiastic interaction with children and good use of every opportunity to extend their thinking ensure they make good progress. For example, during play with a shape sorter, the childminder encourages children to recognise shapes and provides them with the corresponding shape name. She counts with them as together they build a tower with the shapes, promoting their developing physical dexterity. She uses good, open-ended questioning techniques, which inspires them to think further. The childminder demonstrates her genuine love of her work as she joins in with children's play, further enhancing their learning and development. For example, as children explore items in the play kitchen, she thanks a child for the drink they make her after 'filling' and 'boiling' the play kettle, and encourages them as they 'iron' their jacket. Children's progress and achievements are well documented in their learning journals and the childminder effectively monitors their development. She is therefore able to target each child's specific next steps in their learning and plans are put in place to ensure she supports their ongoing progress. Teaching is therefore good as the childminder enables children to reach expected levels of development in readiness for school.

Children's communication and language skills are well promoted because the childminder offers them plentiful opportunities to speak and helps them learn to listen effectively. The childminder values what children say and ensures that their voices are heard. For example, she provides young children with an enabling environment, listening to them and watching their quickly changing interests. This enables her to provide new activities in line with their comments. Consequently, children's personal, social and emotional development is promoted well. Young children develop confidence as the childminder encourages them to be independent to prepare them in readiness for their future learning and school. For example, they help themselves to resources and learn to remove outdoor wear as they arrive each day. Children explore a range of activities and experiences which support their development in the prime and specific areas of learning. However, younger children have fewer opportunities to use first books, board books or early interactive publications or to use creative resources indoors. This means that they do not learn as effectively through seeing a wide variety of books or other publications suited to their age and stage of development or by exploring the use of different media.

Children have good opportunities to develop their physical ability as they enjoy outside play each day. They develop their coordination skills as they pedal sit-and-ride toys, use bats and balls and visit the park. Additionally, children are able to access a range of resources, such as gardening, art, sand and water play outside. This means that children experience enjoyable activities while accessing fresh air on a daily basis. Partnerships with parents are well promoted because the childminder encourages them to be a part of their children's learning. As children settle in, the childminder uses a very informative 'All about me' form which parents complete as a basis for further discussion. She uses parents' knowledge of their children and the 'Early Years Outcomes' document to guide her decision about where children are in their learning. This gives the childminder a clear point from which to help children make progress and enables parents to be fully involved in their child's learning. Ongoing information is shared with parents on a daily basis and they are encouraged to support their children's next steps in learning at home. The childminder finds out about children's activities away from the setting through the relaxed, informal conversations that take place daily. Parents often stay to enjoy a meal with the childminder's family and their own children. As a result, children's progress and achievements are well supported by this joint and consistent approach to their learning.

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

Children are warmly praised and encouraged on a regular basis, which supports their emotional well-being. For example, the childminder cuddles children and tells them 'well done' as they learn new words. Children behave very well with the childminder as she creates a relaxed, positive and homely environment. The childminder is an excellent role model and sets clear boundaries which support children's understanding of what is expected. Children are encouraged to share as the childminder strengthens their emerging understanding of turn taking. Additionally, children's confidence and self-esteem are very well promoted because the childminder helps them form effective relationships, attachments and bonds. Her interactive, inclusive approach ensures children feel valued and they learn respect for others. Children's growing independence is appropriately fostered, according to their age and stage of development. The childminder, while being

very supportive, ensures that children develop self-care and self-help skills to arm them with valuable skills for life. Additionally, resources are of good quality and are stored well to allow children the freedom to make independent choices about their play.

The childminder takes her role as children's key person seriously, ensuring they feel safe, happy and well cared for. Settling-in visits are organised on an individual basis according to each family's needs, so their care is well supported. Therefore, children settle with ease and their move from home to into the childminder's care is a smooth one. Children are also offered sensitive support as they move on to pre-school and school because the childminder enjoys good relationships with both. Children become familiar with staff and the respective environments as they are with the childminder when she collects older children and attend events throughout the year. As a result, children enjoy smooth transitions as they make moves to the next stages in their learning. Children become aware of the importance of healthy lifestyles as they enjoy a range of nutritious snacks and freshly cooked meals. The childminder talks to them about what is good for their bodies and includes this in activities. Children enjoy daily opportunities to spend time in the fresh air and take part in exercise both indoors and outside. They also participate in a range of planting and growing activities, for example, as they grow and eat cucumbers and courgettes. As a result, children's understanding of being healthy is well promoted. Children's awareness of their personal safety is supported because the childminder uses everyday opportunities to develop their understanding. For example, as children begin walking, she gently points out the need to take care approaching chairs and offers simple explanations about why resources should be moved. This helps children gain an awareness of their own personal safety and that of others. As a result, children's understanding of their personal safety is good.

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

The Early Years Foundation Stage safeguarding and welfare requirements are met and children's safety is well promoted. The childminder is vigilant in ensuring that children play and learn in a safe environment and carries out regular risk assessments in support of this. She is aware of the procedures to be followed in the event of a child protection concern and has attended additional training to ensure her practice and policy are up to date. The childminder takes her responsibility for the children in her care seriously and monitors their safety and welfare on a daily basis. She ensures that children are never left with unvetted persons, and all those living in the home have been suitably checked. Through her careful attention and conscientious approach, children are well protected.

The childminder demonstrates a good understanding of her role and responsibility for overseeing the quality of the educational programme she offers children. She monitors her practice and children's learning journals regularly, and evaluates her findings. This enables her to ensure that children make good progress through her teaching and the observations she makes of their learning. The childminder increasingly uses self-evaluation well to promote continuous improvement. For example, she analyses observations carried out to inform improvements needed. She also works with her local authority support worker to improve the activities and experiences available to children. Since her last

inspection, the childminder has introduced the use of a learning journal for each child to enable her to monitor and assess their learning accurately. She shares these with parents, which ensures they are kept apprised of their children's progress. As a result of the improvements made since the last inspection, and the childminder's better understanding of the learning and development and safeguarding and welfare requirements, the quality of the learning environment is good. Children are therefore effectively supported to make good progress towards the early learning goals.

Partnerships with parents are strong because the childminder works effectively with them to support and nurture children's learning and development. The childminder values feedback from parents and children, and daily communication ensures that these views are incorporated into the service she offers. The childminder issues a parent comment form quarterly for parents to let her know how they feel their children are progressing and communicate any other information. Parents speak highly of the childminder and comment on how well their children settle in her care. They value the service she offers saying 'the great level of professional care combined with a welcoming and inclusive environment is 'just perfect'. They enjoy the warm welcome they receive and relaxed daily discussions ensure that their children's needs are successfully met. Partnerships with other providers of the Early Years Foundation Stage are good because the childminder works closely with them to offer children an enjoyable early years experience and a consistent approach.

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	EY312787
Local authority	Peterborough
Inspection number	877987
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	12/12/2011
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

