

Inspection date	06/10/2014
Previous inspection date	01/07/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children form close, emotional attachments with the kind and caring childminder, which enables them to settle well in her care.
- The childminder demonstrates a sound understanding of safeguarding policies and procedures and understands how to report any concerns about children.
- The childminder provides a range of activities that children enjoy and which meets their development needs.

It is not yet good because

- The childminder has not fully understood the requirements for carrying out a progress check for children between the ages of two and three years. As a result, the check has been missed for some children in her care, at the appropriate age.
- Hygiene procedures are not always followed thoroughly enough to fully minimise the spread of infection.
- At times, the childminder is not secure in her teaching practice to effectively support young children's early communication skills.
- Partnerships with other providers children attend are not yet embedded to fully support children's care and education.

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 taking place in the childminder's home.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, the accident and medication records, the childminder's self-evaluation and a range of other documentation.
- The inspector checked evidence of suitability for the childminder and other members of the household.

Inspector

Carly Mooney

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her partner and children aged 13, 11 and 10 years in a house in Werrington, Peterborough. The whole of the ground floor and the rear garden are used for childminding. The family has a dog, three cats, a guinea pig and a rabbit as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder takes and collects children from the local schools and pre-schools. There are currently 12 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- complete the progress check for children between the ages of two and three years effectively, ensuring that parents are provided with a written summary of their child's progress in the prime areas of learning and development, identifying a child's strengths and any areas where a child's progress may be less than expected
- promote the good health of children by ensuring appropriate steps are taken to prevent the spread of infection, with regard to conducting consistent and effective hand washing routines before eating.

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

- enhance the opportunities for young children to develop their communication and language skills by introducing words and narrative more consistently in activities
- extend partnership working with other providers to obtain a fuller picture of children's progress, especially where the child attends the other setting for most of their Early Years Foundation Stage provision.

Inspection judgements

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

Children are settled, happy and enjoy the company of the childminder. She has a suitable understanding of how children learn through play and provides a varied range of toys and activities that support all areas of learning. Babies explore the toys provided for them with confidence and interest. The childminder is beginning to provide more opportunities for them to make their own choices in their play, to support their growing independence. For example, babies eagerly reach into a treasure basket to pull out items, such as balls and wooden spoons. They also enjoy the texture and noise of the foil blanket, which they are sitting on, as they join in a fun game of peek-a-boo with the childminder. This also supports their sensory development, as they handle a variety of objects and materials. The childminder is knowledgeable about the children in her care and is aware of their immediate needs and emerging interests. Teaching is generally sound and she provides suitable support to children as they play. However, during some activities, the childminder does not capitalise on opportunities to promote younger children's early communication skills. For example, she does not consistently model language by offering a running commentary or introduce new words, to extend children's vocabulary.

The childminder has recently reviewed the way that she assesses children's learning and the ongoing progress they make. She regularly observes children in their play and links these to the areas of learning and characteristics of effective learning. This ensures that she has a suitable understanding of children's individual learning styles, to be able to plan meaningful experiences. Consequently, children are beginning to be sufficiently prepared for the next stage of learning, such as starting school. Focused observations and pictures of children during activities are shared with parents in daily diaries. They comment positively about the observations and the progress their children are making. However, the childminder does not fully understand her responsibility to complete a progress check for children between the age of two and three years. The check has not been completed for children at the appropriate time, which is a breach of the legal requirements. As a result, the childminder is unable to share relevant information with parents or confidently identify if further support and early intervention is needed.

Children spend time in the local community to enhance their experiences and learning. They regularly visit groups for social interaction with their peers and to engage in activities, such as music groups. Children visit parks to further support their physical skills on a range of equipment. They have regular opportunities to be creative and explore a range of media and materials, such as jelly play, painting, dough and cooking activities. There is a suitable range of toys and resources in place that promote other cultures and supports children's understanding of valuing and respecting others.

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

Children have formed close, emotional bonds with the childminder and welcome her interaction with them as they play. The childminder ensures that she maintains close eye contact with babies and she is attentive to their care needs. She recognises signs of hunger and tiredness and responds to these appropriately. Children welcome cuddles when upset and feel comfortable in the home, as they settle quickly for their nap. Parents complete detailed written information about their children when they start their placements, so that the childminder is able to meet their immediate care and learning

needs. They receive daily information about their children's day and ongoing care needs through a well-received daily diary system. This is emailed to the parents each day for their own records and provides a keepsake of their children's time in the setting. The childminder understands how to work with other providers that children may attend. Suitable systems to share information are available. However, this practice is not implemented for all children to support their ongoing needs and development.

Older children's self-care, in preparation for school, is encouraged through independent access to the bathroom, where they learn appropriate hygiene routines. However, the childminder is not introducing clear hygiene practices to all children from an early age. For example, babies, who have been crawling on the floor, do not have their hands cleaned before eating snack. This does not ensure the good health of children by taking appropriate action to prevent the spread of infection. Snacks are generally provided by the childminder and promote a varied and healthy diet. Parents provide main meals. Drinks are offered to babies regularly to ensure they remain hydrated. Children spend time each day in the fresh air, either by accessing the garden or on walks to and from the school or pre-school.

Children's behaviour is age-appropriate and they respond well to the childminder's calm manner. She praises children when they do well, which encourages their confidence and self-esteem. Children's safety is a priority for the childminder and they are supervised well at all times. They participate in safe practices, such as an evacuation drill, to help them to gain an understanding of how to keep themselves safe in an emergency.

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

Suitable arrangements for safeguarding children are in place. The childminder understands the procedures to follow should she have concerns about children in her care. She attends regular training in child protection to ensure she is kept up to date with changes in procedures and current legislation. Suitability checks have been carried out on the childminder and other adults in the home. The childminder further supports their safety by ensuring children are never left alone with people, who have not been vetted. A thorough process of risk assessments of the home and outings ensure children play in a safe environment.

The childminder is generally aware of the strengths and weaknesses of her services and she has identified realistic areas for improvement. For example, she plans to strengthen her assessment procedures by linking the photographs she sends to parents each day to the areas of learning. A suitable range of training courses have been completed since her last inspection, including inspection and statutory duties, to support practice. The childminder provides suitable play opportunities and has a general overview of children's areas for development, so that they make sufficient progress. The links between observations of children in their play and planned activities to enhance learning are developing well. The childminder uses appropriate guidance to monitor children's development and ensure gaps in learning are not missed. However, weaknesses in her knowledge and understanding of the assessment requirements of the Early Years

Foundation Stage, has resulted in a breach. Despite this, children are supported well to make sufficient progress in their learning.

Partnerships with all other providers are not yet secure and this means that not all children, who attend other settings, are benefiting from a coordinated approach to their care and development. This does not contribute to their needs being sufficiently met. The childminder has developed warm, close relationships with parents. Their views of the childcare provided for their children are regularly sought in questionnaires and their feedback is valued. Parents state positively that they appreciate the variety of activities and take great pleasure in seeing all of the pictures in the daily diary. The childminder keeps parents well informed about children's activities and ensures that she meets their ongoing care needs through regular discussions.

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. 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	EY386278
Local authority	Peterborough
Inspection number	858978
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	01/07/2009
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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