

Inspection date

Previous inspection date

28/10/2014

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 demonstrates a good understanding of children's starting points and individual needs, and uses this knowledge to promote their development in all areas of learning.
- Children's good health is promoted as they are encouraged to eat a range of nutritious foods to extend their tastes.
- Children form very strong relationships with the childminder, who provides good emotional support at all times.
- The childminder is well-organised and has developed effective documentation to support her in ensuring that children are safeguarded and she fully meets her legal responsibilities.
- The childminder effectively reflects and evaluates her practice to promote ongoing improvement.

It is not yet outstanding because

- The childminder has not yet developed opportunities for children to use the well-resourced garden in different weathers in order to enrich their learning experiences.
- The childminder has not maximised opportunities to further strengthen the communication links with parents to enable them to support continuity of children's learning at home.

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 viewed the areas of the premises and garden used for childminding.
- The inspector observed activities in the childminder's house and talked with the childminder.
- The inspector talked with the children and carried out a joint observation with the childminder.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of the childminder and talked with the childminder about her self-evaluation and improvement plans.
- The inspector took account of the views of parents taken from documentation obtained by the childminder.

Inspector

Ann Lee

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 husband and son in Orton Goldhay, on the outskirts of Peterborough. The childminder's home is on one level and all areas, excluding the master bedroom, are used for childminding. There is an enclosed garden for outdoor play. The childminder takes children to and collects them from the local school and pre-school. There are currently two children on roll, one of whom is in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the 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:

- enrich children's learning experiences, by extending their access to the well-resourced garden in different weathers
- strengthen the partnership links with parents, exploring a range of ways of encouraging and enabling them to support continuity of children's learning at home.

Inspection judgements

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

The quality of teaching is good. The childminder has a good understanding of the Early Years Foundation Stage learning and development requirements. She has high expectations of children and provides a challenging range of activities that promote their learning and development. The childminder can talk competently about children's starting points in learning and confidently discusses the progress that they make with her. Children's progress is assessed by the childminder on a regular basis and this enables her to identify any gaps in their development. The childminder effectively uses information taken from observations and knowledge of children's interests to provide activities that extend their learning across all areas. For example, children who are developing their sensory awareness are provided with different textured materials to explore. As a result, children make good progress in preparation for the next stage in their learning. The childminder ensures that parents are kept up to date with the progress that children make. She is aware of the need to provide parents with a written summary of the required progress check for children between the ages of two and three years, where appropriate.

The childminder is knowledgeable about how children learn. She provides an appropriate

balance of adult-led and child-initiated activities which are adapted to meet children's developmental stage. Children are happy and really enjoy their time with the childminder. They are provided with a good range of resources that are easily accessible which means that they can make informed choices of what they play with. However, the childminder has not yet extended children's outdoor play to enable them to fully experience different weathers and explore their play through the seasons, in order to enrich their learning experiences.

The childminder constantly engages in conversations with children. They are encouraged to talk about the activities that they enjoy at their schools and playgroups, in addition to activities that they engage in with the childminder, such as, cooking cakes, biscuits and pizzas. The childminder uses open-ended questions appropriately which provides children with the opportunities to develop their thinking skills. She sometimes provides commentary for their play and suggests ideas for their play to be extended. For example, when reading a story about a bear hunt, she talks to the children about going on a bear hunt in the local woods later in the day. Children are encouraged to use mathematical language as, for example, they talk about their brick towers being high or low, and when painting, they talk about an enormous crab and a small baby crab. Children are provided with lots of opportunities to enjoy looking at books which are easily accessible to them. This enables them to understand, value and appreciate books. Older children are learning that the words in the book tell the story, therefore, gaining an understanding that words have meaning. They learn how to turn pages correctly and older children develop their own narrative for books that they particularly enjoy. This supports them in developing their early literacy skills.

The childminder has developed a good partnership with parents. Parents demonstrate that they are pleased with the progress that their children make whilst in her care. However, the childminder has not explored various ways of strengthening the communication links with some parents. She is aware that this is valuable for parents in sharing and supporting what children learn at home, to ensure that their children's learning continues to be consolidated and extended.

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

Children demonstrate that they are relaxed and comfortable in the care of the childminder. She is warm and affectionate towards them and appropriately offers lots of cuddles and reassurance. The environment is homely and welcoming. The childminder offers a wide range of resources. These are varied and consist of commercial and homemade items which children use freely. For example, babies enjoy the different noises they can make from shakers containing rice and pasta. Children's routines are known and respected through regular discussions and the use of a diary shared between the childminder and parents. As a result, the childminder is able to ensure that children can eat, sleep and play according to their own requirements. This supports the move from home to the childminder's home. As a result, the childminder is able to meet children's individual needs which effectively promotes their emotional well-being.

The childminder manages children's behaviour well and acts as a good role model for

them. They are aware of what they can and cannot do, and learn right from wrong as, for example, they know that they must not jump on the settee. Children are reminded to share and are encouraged to help put away toys. The childminder sensitively explains to them how others may feel if they are interrupted in their independent play. Children are taught to respect and understand each other's differences. Good manners are encouraged as children are reminded to say please and thank you when they are given their snack, and sorry, if they accidentally hurt someone. The childminder has a good knowledge of individual children, ensuring that she is aware of potential triggers that may impact on their behaviour. Children are supported to become independent as, for example, they know that when they have finished painting they need to go to the bathroom to wash their hands. The childminder rewards children for achievements and appropriate behaviour through the use of verbal praise. Children are supported to participate and enjoy turn taking games and regularly attend toddler groups which helps their social development. As a result, children are emotionally prepared for the next stage in their learning, such as, the move to pre-school or school.

Children's good health and self-care is promoted effectively. Children are encouraged by the childminder to adopt healthy lifestyles. All meals and snacks are healthy, nutritious and freshly prepared. Children, who may be reluctant eaters, are encouraged to try a variety of food in order to extend their tastes. Local parks and woods provide them with opportunities to enjoy physical activities and to challenge themselves. Children are supported to consider how to keep themselves safe. They are reminded that when they are eating they must sit down to prevent food getting stuck in their throat.

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

The childminder has a good understanding of her role and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Policies and procedures cover all requirements. The childminder demonstrates a good understanding of how to keep children safe from harm and abuse and is alert to the signs and symptoms to look out for. She is aware of how she would respond if an allegation were to be made against her or a member of her family. The childminder has attended a training course on protecting children. She holds a valid paediatric first-aid qualification and has diligently completed risk assessments to ensure that hazards to children are minimised.

The childminder monitors her provision effectively. She ensures that children make good progress and that any gaps in their learning and development are quickly identified and addressed. The childminder also completes accurate and frequent observations and assessments to track children's progress. She reviews and reflects upon her practice continuously and sets targets for development. These include attending training courses organised by the local authority, for example, she is due to attend a course on working in partnership to identify the needs of children. Parents are regularly consulted and the childminder observes what children enjoy doing in order to ensure that their views are taken into account.

The childminder has developed a good partnership with parents. This has enabled

children's progress to be shared on a regular basis through informal meetings and written summaries. Good links have also been established with local pre-schools and schools that children attend. The childminder demonstrates the importance of working in partnership with other providers. For example, when children leave her setting to attend another, she ensures that the progress that they have made, and information about their care needs, are appropriately shared. As a result, children receive continuity and consistency in their care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY468115
Local authority	Peterborough
Inspection number	971651
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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