

Inspection date	04/11/2014
Previous inspection date	20/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 has formed strong, emotional attachments with all children and their families, which helps children settle well. They are loved, well cared for, and warmly welcomed into the home.
- Children make good progress in their learning and development, as they are well supported in their play by the childminder, who demonstrates a clear understanding of how children learn.
- Children are safeguarded well as the childminder has good knowledge of how to protect them and the correct procedures to follow.
- Effective partnerships with parents provides a strong contribution to meeting children's needs. They exchange clear information about their children each day they attend, which supports their ongoing welfare and learning.
- An effective process of self-evaluation ensures the childminder is regularly reflecting on her practice and the service she offers to children and their families.

It is not yet outstanding because

- Children who prefer to learn actively outdoors, do not always have access to regular activities fully which foster their literacy skills and allow them to explore the natural world.

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 taking place in the lounge, dining area and garden.
- The inspector spoke with the childminder and engaged with the children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, the childminder's planning and assessment documents, the register of attendance and a range of other documentation.
- The inspector checked evidence of suitability for the childminder and other adults living at the premises.

Inspector

Carly Mooney

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult friend in a bungalow in Stanground, Peterborough. The whole of the home and the rear garden are used for childminding. The childminder attends local toddler groups. She visits the shops and park on a regular basis. There are currently three children on roll, all 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 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 further improve the quality of the early years provision the provider should:

- strengthen the monitoring of provision for those children who prefer to learn actively outside, so that they can access all aspects of the educational programme, particularly literacy and understanding the world, in the outdoor environment as well as they do indoors.

Inspection judgements

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

Children are settled and at ease in the warm and welcoming environment, where they independently explore the good range of toys and resources available. These are consistently rotated to maintain children's interest and provide further challenge. The childminder's secure knowledge and understanding of how children learn and develop, enables her to effectively support them to make good progress in their learning. This helps prepare them well for nursery or school. The childminder interacts well with children and is mindful of their ages, learning styles and understanding during activities. For example, during a leaf painting activity, the childminder encourages older children to name and point to the colour of the paint they would like to use. For babies, she encourages them just to point initially. She then names and repeats the colour of the paint they have chosen, introducing colour recognition and new vocabulary.

The childminder models language clearly and provides a constant narrative to the activities and routines children participate in so that they understand what is happening. Sounds and words are repeated for reinforcement to support young children's growing vocabulary and communication skills. Children enjoy books and select them independently from low-level storage. The childminder is enthusiastic in her storytelling and asks age-appropriate questions to support children's thinking skills, such as asking babies to find their noses. Children really enjoy outdoor play and spend time in the garden each day. They explore a range of physical activities and engage in sensory play with sand and water. However, less

consideration has been given to promoting further areas of learning outdoors, especially for those children who prefer to play and learn outside. This includes fostering children's literacy skills and exploration of the natural world more regularly. A suitable range of resources are in place to help children gain awareness of the diverse society in which they live.

The childminder has developed effective systems to observe, assess and plan for children's learning needs. She observes children in their play and takes photographs of them to illustrate the activities they enjoy. Children's progress is tracked and reviewed on a regular basis and next steps clearly identified to support future learning. Children's learning is regularly shared with parents, including the progress check for children between the age of two and three years where relevant. This means they are constantly aware of the next stage of their children's development and how this can be supported at home.

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

The childminder's home is well-organised to enable children to move freely and safely in the areas available to them and access the toys they wish to play with. This means that children continually develop their independence as they initiate their own play. Children show they are clearly comfortable in the childminder's company, as they seek her out to help them in activities or gesture for a cuddle. They gently rub her ears, as they snuggle and fall asleep on the childminder's lap. The childminder helps children to settle by ensuring she gathers good information from parents at the beginning. This ensures that she has a clear understanding of their individual routines and interests. Clear appreciation is given to children's individual care needs and the childminder works closely with parents to support new stages in personal care, such as toilet training. Children's ongoing needs are constantly addressed with parents through verbal conversations at drop off or collection time. The childminder shares the care of some children with another childminder. They speak regularly to discuss progress and have shared assessment documents and next steps. This ensures care and learning needs are supported to a good standard.

Children are learning a good sense of responsibility. They enthusiastically tidy away after themselves and use a brush to help sweep up the sand. Independence is encouraged and all children have a go at putting on their boots for outdoor play. Children generally behave well and any minor disagreements are quickly dispersed, due to suitable interaction from the childminder and positive encouragement. Snacks support a healthy and well-balanced diet. Parents provide suitable meals. Drinks are constantly available throughout the day so that children can control their own thirst. Routine procedures for hand washing, and supporting children's understanding of their own personal care, are introduced from an early age. Children access the garden frequently for play in the fresh air and visit parks, nature reserves and activity groups to further support their physical development. The childminder provides suitable organisation of her home so that children can play, eat and rest comfortably. Children's safety is paramount and all areas of the home and garden are safe and secure. The childminder gently reminds children of safe practices as they play, such as not to run indoors as their socks may be slippery on the floor.

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

The childminder demonstrates a secure understanding of her role and responsibility in safeguarding children in her care. She is aware of the local safeguarding policies and procedures and to whom she would report concerns. All adults within the home have completed necessary suitability checks and children are never left alone with people who have not been appropriately vetted. Record keeping is thorough and maintained appropriately to support children's safety and welfare. Policies are regularly reviewed and updated to reflect any changes in registration and to ensure parents are aware of the most up-to-date information. The childminder's home is secure and a thorough process of risk assessment ensures they play in a safe environment, both in the home and on any outings.

The childminder has developed her practice since her last inspection and continually evaluates her services. She has accessed a number of training courses over the years that benefit the children in her care. This ensures children are provided with ongoing good quality care and education. The childminder has developed a secure knowledge of the learning and development requirements and has a good overview of the curriculum. She provides a range of experiences both in the home and the local environment that support children's good progress towards the early learning goals. The childminder uses appropriate guidance to ensure children are making expected improvement and that gaps in learning are appropriately noted. Therefore, any early intervention that may be needed is identified and appropriate action taken.

Communication between the childminder and parents is consistent and effective, ensuring that they work well together to meet children's needs. Parents are actively encouraged to share their views and opinions about the service they and their children receive. They complete regular questionnaires and typically comment positively that the childminder's care for their children is excellent. The childminder has formed good relationships with other early years settings. Through regular sharing of information children receive continuous care which has a positive impact on their learning.

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	EY382030
Local authority	Peterborough
Inspection number	858721
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	20/04/2009
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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