

Inspection date	24/11/2014
Previous inspection date	22/01/2009

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

- Children are comfortable and at ease in the childminder's care due to her kind and caring nature. They are confident and enthusiastic to explore the environment and make their own choices in their play.
- Children make good progress in their learning and development, due to the childminder's sound knowledge of their individual needs and interests. She provides interesting activities and outings, which enhance and develop children's skills.
- The childminder builds positive relationships with parents and keeps them informed and involved in their children's care and learning.
- Children are safeguarded well as the childminder demonstrates clear knowledge of how to protect them and the correct procedures to follow if she had any concerns about their welfare.
- The childminder is proactive and shows a strong commitment to continuing her professional development through well targeted areas for improvement and ongoing training.

It is not yet outstanding because

- There are fewer opportunities for children to embrace their own culture and traditions through purposeful-play and planned activities.

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 childminder's home.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, the childminder's planning and assessment files, self-evaluation documents and a range of other documentation.
- The inspector checked evidence of suitability of the childminder.

Inspector

Carly Mooney

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two daughters in a house in Peterborough, Cambridgeshire. The whole of the ground floor and the rear garden are used for childminding. The family has a pet dog. The childminder attends local children's groups. She visits the shops and park on a regular basis. The childminder takes children to and collects them from the local school. There are currently 11 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 5pm, 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:

- support children to become more aware of, and explore, their own cultures and traditions, through meaningful-play and access to well-researched activities and resources that are familiar to them.

Inspection judgements

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

Children are motivated and keen to learn, due to the stimulating play environment and warm interactions from the childminder. They independently explore the very good range of toys and resources available, and make their own choices in their play. The childminder supports children's development well, through a broad and interesting range of activities appropriate for their ages and abilities. Younger children begin to explore new vocabulary because the childminder talks to them about what they are doing. She reads books with enthusiasm, using rhymes and patterns in stories to strengthen vocabulary, and asks questions about the story to support their critical thinking skills. The environment is rich in print, which helps children to understand that written words carry meaning. Routine activities, such as a self-registration board when children arrive, and named towel pegs in the bathroom, encourage young children to recognise their name and those of others.

Children enjoy a range of experiences outside of the setting. For example, they visit shops, parks, activity centres and nature reserves. In addition, the childminder attends local children's groups with other childminders and their children. These opportunities encourage children to learn how to socialise with others, in preparation for when they start school. The childminder is knowledgeable about the backgrounds of the children that attend. Children learn about some of the more popular cultural events, such as Chinese New Year, which encourages an understanding of similarities and differences in the world

around them. However, less consideration has been given to acknowledging resources and activities, which support the culture and traditions of the children that attend the setting to help them gain an awareness of their own beliefs.

The childminder has developed and embedded her systems for assessing children's progress since her last inspection. Observations and assessments are recorded in an online computer system. This provides clear links to the areas of learning and enables the childminder to plan suitable next steps in children's development. Records show that children are working comfortably within the expected age range. Tracking systems are in place to highlight the progress children make and to quickly identify any gaps. This ensures that children are well prepared for their next stage of development, such as starting school. The childminder has a good understanding of her responsibility to complete the progress check for children between the ages of two and three years and this is shared with parents in order to discuss and plan for the next steps in children's development. Parents are able to access daily information about their child's progress online and share their own news and learning opportunities from home in this way.

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

The childminder shows true affection for the children in her care and, as a result, warm, loving bonds have developed. Children approach the childminder with ease for cuddles and welcome her interaction in their play. She shows a good appreciation for children's individual care needs and gathers clear information from parents when children first start to help them settle. A daily online diary, and thorough verbal discussions with parents at collection time, ensures children's continuing needs are constantly met to a good standard. The childminder has established good links with local schools and at the end of the term before children start school, she completes a report about the children to give to reception teachers.

The setting is extremely well resourced and organised effectively to promote independent play. Furthermore, the childminder is in the process of putting together an activity choice book for the youngest children to further enhance their independent choice. Children show clear familiarity with the structure and routines of the day, such as snack and lunch times that establish expectations and ensure that children's readiness for school is fully implemented. At these times, the childminder encourages children's independent skills, as they make their own sandwiches and peel their banana. Children's behaviour is age-expectant and any minor disagreements are dealt with quickly and calmly by the childminder. The childminder is a good role model and speaks to children in a pleasant manner, which they respond well to. She gently guides them to learn appropriate social skills, such as sharing and turn taking during play. Children welcome her praise and encouragement during activities, which instils confidence and self-esteem.

Meals and snacks promote a healthy diet and careful consideration is given to children's dietary requirements when preparing foods. Children are beginning to learn and understand age-appropriate skills in self-care. Children access the garden frequently and go on daily walks to spend time in the fresh air. The childminder frequently visits local parks and activity centres to develop children's physical skills further. Children are

encouraged to think about their own safety when out and about, and they follow clear road safety rules on school runs. Furthermore, they wear high visibility jackets as an extra safety precaution on all outings so that they are clearly visible to the childminder at all times.

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

The childminder has good knowledge and understanding of how to effectively safeguard children in her care. She demonstrates clear knowledge of the procedures to follow should she have any child protection concerns about children. She is aware of the action to take if an allegation is made against her or a member of her family. Training in child protection is regularly refreshed. Suitability checks have been carried out on the childminder and children are never left alone with people whose suitability has not been verified. The childminder carries out daily visual checks of her provision to ensure that it is safe and secure. The childminder supervises the children well and ensures they are always in sight or hearing at all times. This is further supported by the use of close circuit television, enabling the childminder to view the playroom from the kitchen. She is able to see who is approaching the home and has alarms on the front door, which sound if the door is opened, as a further safety precaution.

The childminder has worked hard during her childminding career to provide high quality care and education. She has obtained a suitable childcare qualification and is able to offer funded childcare for three- and four-year-old children in her care. She demonstrates a clear understanding of the learning and development requirements, providing a range of experiences that supports children's good progress towards the early learning goals. The childminder has established effective systems for assessing and tracking children's progress. She uses appropriate guidance to monitor next steps and achievements in children's learning, preparing them well for the next stage in their education, such as school. The childminder has an effective system in place for self-evaluation, enabling her to regularly prioritise areas for improvement. She evaluates her practice on a regular basis and seeks the views of parents in written questionnaires. She accesses various training courses which has a positive impact on the service she provides.

Relationships with parents are positive and very friendly. Secure systems are in place to ensure regular communication takes place with parents to meet the everyday care needs of the children. Furthermore, parents are always aware of the activities children have enjoyed and their achievements so far. Photographs of the children are displayed in the playroom each month for parents to view and provide a good discussion point for families. Parents speak positively in written feedback about the childminder and her services. The childminder is aware of how to access help from wider professionals if she needs to provide children with additional support. She works closely with local schools and other providers when needed, to ensure that children are provided with continuity in their care and 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	EY265920
Local authority	Peterborough
Inspection number	872710
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	22/01/2009
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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