

Inspection date	20 April 2015
Previous inspection date	2 February 2009

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

Summary of key findings for parents

This provision is good

- The childminder is an experienced practitioner and has been caring for children for many years. This means that she has provided continuity of care for groups of siblings, which indicates that parents are very happy with the provision.
- All children make good progress from their starting points. The childminder makes good use of observation and regular assessment to plan and provide activities that are designed to promote children's individual next steps in learning. The quality of teaching is consistently good and some aspects are better than good.
- The childminder is warm and nurturing. She has a calm and sensitive approach, which benefits children as they learn to manage their own needs and feelings. Children feel safe and comfortable in the childminder's home. They are very confident to explore, choose what they want to play with and ask for anything they need.
- The childminder has particularly positive relationships with parents. Parents are successfully involved in their children's learning. Children's care is discussed and agreed with parents. This ensures that children benefit from a joined-up approach to their care and learning.
- The childminder has invested time in keeping her knowledge up to date and doing her own research to strengthen her practice. This has a positive impact on the quality of care and education she provides.

It is not yet outstanding because:

- Young children are not routinely exposed to resources and stimulus to reinforce their early understanding about diversity and the wider world.

What the setting needs to do to improve further

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

- provide the very youngest children with a wider range of resources and stimulus to reinforce their early understanding about peoples similarities and differences, to extend their understanding of the wider world.

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with childminder throughout the inspection.
- The inspector looked at the documents available, including children's assessment records, risk assessments, policies and procedures.
- The inspector checked evidence of the suitability of the childminder and household members over the age of 16 years, and discussed her methods for self-evaluation.
- The inspector took account of parents' views using written comments available.

Inspector

Anna Davies

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder knows how young children develop and learn. She provides babies and young children with new experiences, such as exploring coloured ice shapes. The childminder sits close by to reassure children as they use their mouths and hands to explore the texture. She extends their learning effectively as she introduces new vocabulary, such as 'cold', for older children whose speaking skills are developing. The childminder adapts activities to encourage all children to build on their existing skills. This means they make good progress from their starting points at the start of care. Children gain a good range of skills to support their future learning. Children are active and eager learners who are keen to explore everything on offer. They are curious and ask lots of questions, such as 'Why?' and 'What's that?' The childminder's positive and informing responses, help children to acquire extended knowledge and vocabulary, which they then use independently in their play. However, the learning environment does not expose children to a broad enough range of resources to give them an excellent appreciation of diversity. Partnerships with other providers are very well established. Information is frequently shared. This promotes continuity in children's learning between different settings when care is shared.

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

The childminder is friendly, respectful and kind. She makes use of settling-in periods to get to know children and their families well before they start. She obtains clear information from parents about children, so that she can meet children's individual needs successfully from the start. Children are very happy and confident in the childminder's care, and she knows them well. For example, as babies get tired, the childminder recognises their particular signs and follows their routines. As a result, children settle to restful sleep and when they awake, are happy and refreshed. Children's intimate care routines are well organised to promote their privacy. Children are clear about good hygiene routines and, for example, remind others to wash their hands. Risk assessments are implemented effectively to ensure all hazards to children are minimised.

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

The childminder is knowledgeable about all aspects of the Early Years Foundation Stage and shares this knowledge with parents. She has recently refreshed her safeguarding training. The childminder is confident about the signs and symptoms of abuse and who to contact should she have concerns. Therefore, children are well protected from harm. The childminder makes very good use of effective self-evaluation to regularly review her practice. She seeks the views of those that use her provision and is keen to implement new ideas. For example, she intends to seek training about how very young children learn, to support the independent research she has undertaken online. Children's progress is tracked and monitored accurately. This enables the childminder to identify and address any gaps in learning so that all children make consistently good progress.

Setting details

Unique reference number	505289
Local authority	Peterborough
Inspection number	869265
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	2 February 2009
Telephone number	

The childminder was registered in 1995 and lives in Hampton Vale near Peterborough. The childminder operates all year round from 7.30am to 6pm, Monday to Friday except for bank holidays and family holidays.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

