

Inspection date	24/01/2013
Previous inspection date	16/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Each child has an individual development plan which guides the childminder to support their learning in the prime and specific areas and ensures they make good progress towards the early learning goals.
- Children who speak English as an additional language receive sensitive support and encouragement to develop their understanding of English, and are shown respect for their first language which is used within the setting.
- The childminder and her assistant talk to children, explain what is happening, provide them with new vocabulary and encourage them to recall events. This helps the development of children's communication skills.
- Children enjoy interesting activities and play cooperatively with one another to explore the plentiful, good quality resources on offer.

It is not yet outstanding because

- Opportunities to gather information from parents when children first start at the setting are not fully explored.
- There is scope to further develop the effectiveness of self-evaluation by capturing the views of all those involved with the provision, in order to enhance continuous improvement.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 in the playroom and in the lounge.
- The inspector looked at children's observation records, a selection of policies, risk assessments, children's records and a selection of other documentation.
- The inspector spoke with the children, the childminder and her assistant at appropriate times throughout the inspection.
- The inspector also took account of the views of two parents through information taken from the parent survey carried out recently.

Inspector

Deborah Hunt

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Orton Brimbles, Peterborough. The whole of the ground floor and a bedroom are used for childminding and there is a fully enclosed garden for outdoor play. The family has one cat.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops, park and other local amenities on a regular basis. She collects children from the local schools and pre-schools.

There are currently seven children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round, Monday to Friday, from 7am until 6pm, including bank holidays. The childminder is able to support children who speak English as an additional language. The childminder receives support from the local authority.

What the setting needs to do to improve further

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

- enhance further the information gathered about children's starting points to ensure that it helps promote continuity in children's learning
- build on self-evaluation by extending how the views of parents and children are incorporated, to further assist in identifying areas for further improvement.

Inspection judgements

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

The childminder demonstrates a comprehensive understanding of the Early Years Foundation Stage and provides children with a wide range of activities which effectively support their learning and development. Children make good progress as each aspect of learning within the areas of development is very well covered. The childminder knows children very well and talks knowledgeably about their progress. She capably assesses children's progress and uses 'Development Matters in the Early Years Foundation Stage' guidance to decide their stage of development. Information is gathered from parents as children start attending but there is scope for this to improve with regard to children's starting points. Monitoring, evaluation and tracking of children's progress is successfully embedded in practice. This means the childminder has good quality information which enables her to decide the next steps in children's learning.

The childminder carefully plans to ensure that children's individual interests are included. She has an individual development plan for each child which is used to assess their progress against planned activities. This allows the childminder to monitor how successfully children's specific needs are met. She also uses this method to evaluate how

well their interests are incorporated into the activities offered. Each plan is updated quarterly, which means children's progress is monitored and assessed on a regular basis. Such measures help ensure that children make good progress in their learning and development and any gaps in learning are identified.

The childminder and her assistant work at children's levels, interacting frequently with them to support their play and learning. They watch children carefully, enabling them to question and challenge them. For example, as very young children play with a toy farm they help them become familiar with animal names, such as pig, cow and sheep. They make the sounds these animals make and children repeat 'cow' and 'moo', so helping to develop children's communication skills. The childminder encourages children to sort the animals into groups asking them to put the brown cows in one pen and the white ones in another. She helps children load animals into the tractor and they discuss how many will fit and whether a smaller or bigger one is needed to fill it, so helping to develop children's early mathematical skills. Children enjoy their play and are supported by motivated, enthusiastic practitioners who know them well. When a baby begins to disrupt older children's play the childminder distracts the baby with a tray of toys to investigate. The baby enjoys shaking a toy rabbit that makes sounds and watches intently as the childminder's assistant winds up a clockwork bird who 'dances'. Older children are intrigued by the noise and actions of the toy, picking it up to see how it works. They show curiosity as they try to wind it up themselves and set it down again to see it move once more. The childminder's assistant captures, and reflects, their enthusiasm as she describes how to wind it up and the action it performs. When the baby becomes upset by the noise the toy makes the assistant offers reassurance, cuddles the child and finds the child another activity. Children are free to select their own resources from the child accessible units and are familiar with where everything is. A child finds the dolls and enjoys dressing them, searching for the correctly sized pair of shoes, and is assisted by the childminder and assistant. Children's language develops quickly as they regularly sing familiar nursery rhymes and children's songs, such as 'Wind the bobbin up', 'Twinkle, twinkle little star' and 'Hop little bunnies'. They learn to use loud and quiet voices as they sing, watching the childminder closely for visual clues. They anticipate the actions to go with the rhymes and jump up just before the childminder sings 'Wake up little bunnies!' Children develop a love of books as they read stories each day with the childminder. They choose a book each week from the library and listen to the story time sessions held there. When they return home with their books, they enjoy spending time with the childminder and her assistant who sit and read their new stories with them. Children's early mathematical understanding is promoted as they explore weight and measure when they make pizzas and cakes. They enjoy tasting them at snack time or take them home to share with their families. Information technology is also integrated into children's play as they use educational programmes on the tablet and play with toy phones, calculators and computers.

Children enjoy regular trips out each day to local parks, shops, garden centres, play centres, the children's centre and local farms. They enjoy the different focus these trips give to their daily routines and develop their knowledge as they learn about their local area. They enjoy spending time with different children and develop confidence and social skills that will support them in their future learning. Much of children's learning takes place in the outdoor environment. They enjoy being active as they ride tricycles, run and climb, play with cooked spaghetti in the tray and enjoy gardening activities. Children learn about

difference as they look at festivals and traditions from around the world. For example, a wooden nativity is used at Christmas to help children become familiar with the Christmas story and during Eid children enjoy making cards for their families and listen to the Eid-el-fitr story.

Parents are involved in their children's learning as the childminder provides them with a detailed account of what their children have been doing each day. A daily home learning book helps parents and the childminder exchange information about children's developments to promote continuity and consistency in children's learning. The childminder talks informally with children's parents each day and parents enjoy the discussions they have about children's learning journals. This ensures that parents are actively involved in their children's learning and development.

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

The childminder has a warm, friendly and caring demeanour. She offers children a relaxed, comfortable environment in which they feel safe and well-cared for. The childminder meets individual children's needs and therefore they flourish and begin to develop their independence. Children play and learn in a child-focussed, extremely well-labelled and organised playroom which promotes their understanding and offers them a stimulating learning environment. They develop warm, affectionate and secure relationships with the childminder and her assistant which helps them feel settled and happy.

Children's behaviour shows they are confident in their surroundings and their spatial awareness is good. Children are mindful of one another in their play and are careful to ensure the baby is given space. Children learn about risk in age-appropriate ways. For example, the childminder reminds children that they must not run indoors and must remain seated while they eat their lunch or snack. Children practise evacuating the house and know where to go if they exit through the front or rear of the property. They learn to keep themselves safe as the childminder reminds them to hold her hand and to wait at the roadside on walks in the local area.

Children's good health is promoted through the provision of healthy snacks. The childminder also talks to parents about the contents of a healthy lunchbox. Children enjoy a wide variety of different fruits, vegetables and other healthy foods. They take part in gardening activities in which they plant potatoes and tomatoes. They plant, tend and grow sunflowers to give as presents and harvest and eat the vegetables they grow. This helps children understand about the natural food cycle and where their food comes from. Children are offered daily opportunities to be active and learn about the importance of exercise. For example, children dance and perform actions they are familiar with as they sing nursery rhymes. They are taken out each day and enjoy making a snowman, relishing the opportunity to enjoy the snowfall.

Children begin to develop tolerance and respect as the childminder supports their understanding of those who are different from themselves. They interact well with one

another and the childminder knows when to intervene and when to allow them to direct their own play. Children develop their independence as they learn to put on their own coats and shoes and complete small tasks, so helping prepare them for their next steps in their learning. They show care and concern for others as a young child passes other children their drinks after they have been dancing. The childminder praises children for being kind and helpful.

Children quickly develop confidence and self-esteem as the childminder offers them regular praise and encouragement. A previously shy, unsure child shows improved levels of confidence and self-assurance after a relatively short time with the childminder. This improvement is noted by parents. Parents speak highly of the childminder, showing appreciation of the care she offers their children. Comments made are aptly summarised by one parent who states 'my child gets to take part in lots of different activities, is benefitting from regular outings and enjoys the interaction with the other children'.

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

The childminder understands her responsibilities in meeting the learning and development requirements. She has been proactive in seeking support to improve her practice and has regular contact with her local authority support worker. For example, the childminder attended the revised Early Years Foundation Stage training but felt unsure about how to implement certain aspects after the training. The local authority advice worker supported her and now, her implementation is thorough, precise and supports children to make good progress in their learning. The childminder has also addressed the actions and recommendations from her previous inspection. Procedures in place enable her to effectively monitor the planning and delivery of educational programmes and children's progress to ensure there are no gaps in their learning.

The childminder demonstrates commitment to meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed suitable first aid and child protection training. She ensures that assistants working with her are suitable to work with children as necessary checks are undertaken. Children are therefore safeguarded and cared for in a safe, secure environment. Thorough risk assessments are completed and policies are comprehensive. Parents sign to say they have read and understood them.

The childminder has good relationships with parents and works well with them to keep them informed about their children's progress. She liaises with the pre-school children attend and exchanges information so she can help provide consistency in children's learning. She speaks regularly with their key person and exchanges written information to help promote continuity in children's experiences.

The childminder has almost completed a level three qualification in support of improving her practice and encourages her assistants to attend training. She sources suitable training to ensure that practice continues to improve and knowledge remains current. However,

there is scope to further develop self-evaluation, in order to ensure continued and systematic progress in the future, for example, by capturing the views of all those involved with the setting, in order to identify all strengths and areas for improvement.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	EY379845
Local authority	Peterborough
Inspection number	821517
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	7
Name of provider	
Date of previous inspection	16/04/2009
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 that are usually their 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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