

Inspection date	22/08/2013
Previous inspection date	07/10/2009

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

- The childminder provides a warm, homely and stimulating environment where children are well supported to make good progress with their learning and development.
- The childminder has a passion for reading and sharing books with children. As a result, children establish a love for listening to and reading stories and their literacy skills are promoted well.
- The childminder plans an exciting range of experiences for all children. This includes visits to the allotment where they grow vegetables, joining in with singing sessions and messy play with local groups and frequent walks in the local area. Consequently, children's all-round development is progressing well.
- Children are happy and secure with the childminder. This is because she works hard to establish firm partnerships with parents and is skilled at building strong attachments with children in her care.

It is not yet outstanding because

- There is scope to re-establish previous strong partnerships with other settings and schools that children attend, to ensure there is a shared understanding of children's learning and development.

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 in the childminder's home.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector spoke with a parent and took the views of others by reading letters provided for the purposes of the inspection.
- The inspector looked at children's assessment records, planning documentation, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full Report

Information about the setting

The childminder was registered in 2003. She lives with her 15-year-old child in Ravensthorpe, Peterborough, Cambridgeshire. They live close to local shops, schools and parks. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play. The family has two cats, who do not have contact with minded children. The childminder is registered by Ofsted on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. Currently, there are six children on roll in the early years age range. The childminder supports children, who speak English as an additional language. She is able to walk with children to and from local schools and pre-school. She childminds all year round. 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:

- re-establish strong partnerships with other settings that children attend to ensure there is a coordinated approach to children's learning and development.

Inspection judgements

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

Children are eager, enthusiastic and have great fun with the childminder. This is because she is highly skilled, builds strong relationships with each child and knows that they learn best through play. The childminder works closely with parents and involves them in discussions about children's learning and their starting points. This, together with her own observations and assessments of children's development, helps her to plan exciting activities and experiences that promote children's learning effectively across the seven areas. Daily discussions ensure parents remain well informed about their children's progress. The childminder has a passion for books and reading, which she successfully imparts to all children in her care. As a result, children thoroughly enjoy cuddling up to hear a story. They listen carefully and soon become engrossed. Even the youngest children help to turn pages and are able to join in and predict the next part of their favourite tales. During these enthralling activities, the childminder further supports children's literacy skills by sounding out words phonetically. This helps older children to begin to associate different sounds and letters, as well as learning new vocabulary. This forms a good basis for children's next steps in learning, including school. Children's communication development is fostered well because the childminder shows a genuine interest in everything the children have to say. Together, they take part in delightful conversations about their interests and children go to extraordinary lengths to tell the

childminder stories of their imaginary adventures with dragons and tigers. The childminder supports younger children's learning by repeating words and using plenty of praise when children copy her. She uses lots of gestures for those learning English as an additional language and supplements her communications with key words in children home languages. These highly effective methods means that children become confident talkers, who are able to express themselves and communicate well.

The childminder ensures all children benefit from a broad range of experiences that encourage children to become curious and active learners. Children enjoy weekly messy play, story time and music group activities with others in their local area. This widens children's experiences and promotes their confidence well. The walk to and from these sessions also provides the childminder with good opportunities to help children recognise numbers, letters and symbols in the local environment.

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

The childminder provides a welcoming, warm and stimulating environment where children are able to learn and play happily. She has a high regard for children's safety and is alert to possible hazards both at home and when out and about. Resources are of good quality and support children's all-round development effectively. Children feel secure with the childminder. This is because she builds strong partnerships with parents and ensures that she is well informed about children's care needs. This means that strong bonds are quickly formed and children are soon confident and independent.

The childminder has a good understanding of how change can affect children and so has effective procedures in place to support their moves to other settings and when introducing new children to her home. This perceptive approach means that children look forward to changes with great confidence and are well supported at potentially stressful times. Children demonstrate a great sense of caring for each other and behave well because the childminder teaches them to consider others and offer help whenever they can. Older children readily show younger ones how to complete activities and this also boosts their own self-esteem. Children are encouraged to be as independent as possible, according to their ages and stages of development. They find their own playthings, help with their personal care needs and put on shoes before going outside.

The childminder helps children to understand about the importance of a healthy diet. She takes children to the allotments where they grow vegetables and they frequently discuss what are and what are not, healthy foods. The childminder also supports parents to only provide nutritious packed lunches for children. Children develop a good understanding of the need for physical exercise because the childminder walks with them to and from schools and they visit the local parks and allotments, where children can be active. These outings also give children opportunities to learn about risks and how to keep themselves and others safe.

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

The childminder demonstrates enthusiasm and proficiency in her role. She uses self-evaluation effectively to identify her strengths and areas of development. Parents, children and her family contribute their ideas and as a result, plans for the future are well targeted to improve children's experiences over time. The childminder carefully monitors children's progress and the educational experiences that she provides. This ensures that children make good progress according to their starting points and have a broad range of experiences that will help them to progress well towards the early learning goals.

Safeguarding procedures are good. The childminder knows how to identify and report concerns she may have about children in her care. A good range of policies and procedures are in place, which supports her work, including risk assessments for her home and when children are out and about in the local area. The childminder is keen to improve her practice and attends training whenever possible. Use of the internet and contact with professional bodies further supports her work and ensures her working procedures are current. The childminder has, in the past, had good contacts with the local schools. However, there is room to re-establish and strengthen these links, in order that there is a shared knowledge of children's needs. This will help the childminder to complement and support those children moving to school, in a coordinated way. Partnerships with parents are strong. Parents share their positive views readily and especially value how the childminder shares information about children and the high standard of care they receive. When children are first settling in, parents are reassured by text messages that their children are happy and this too is valued highly.

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 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 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	EY244726
Local authority	Peterborough
Inspection number	819679
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	07/10/2009
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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