

Inspection date

Previous inspection date

06/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- The experienced childminder's skilful practice consistently reflects the highest aspirations for children and she enables them to make very good progress.
- The childminder's thoughtful and wide-ranging promotion of children's all-round development enables them to thrive in a supportive, interesting and exciting learning environment.
- Children are safe and the childminder promotes their well-being exceptionally well. They play a dynamic role in their learning and show high levels of confidence, self-esteem and a keenness to learn.
- Highly effective and continually developing partnerships between the childminder, parents and other providers ensure individual children's needs are meticulously met.

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 childminder's home and garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
The inspector looked at documentation that included the childminder's self-evaluation form, planning, assessment and monitoring records, training records and some daily records.
- The inspector took account of the views of a parent contained in the written reference left with the childminder.

Inspector

Angela Cole

Full Report

Information about the setting

The childminder registered in 2012. She lives with her mother and her two secondary school age daughters in a semi-detached house in the Innsworth area of Gloucester. The house is close to schools, shops, parks and local amenities. Most areas of the home are used for childminding, including the rear lounge and conservatory/playroom. Outside,

children access the enclosed garden with areas of patio, decking and lawn. The family has two small pet dogs. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She offers care before, during, after school and in school holidays. The childminder is currently caring for one child in the early years age group on a part-time basis. She holds an honours degree in early childhood studies and has Early Years Professional Status.

What the setting needs to do to improve further

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

- obtain more information from new parents to enhance understanding about children's starting points in each area of learning.

Inspection judgements

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

Children make very good and, sometimes, outstanding progress in their learning and development. This is because they enjoy a highly stimulating and varied range of activities that extensively supports them to develop across all areas of learning. The childminder skilfully encourages children's personal, social and emotional development. One way she achieves this is by promoting and valuing children's interests through encouraging their choices and she always enthusiastically responds to their ideas. For example, when children choose to spend time investigating the wealth of creative materials available, the childminder makes sure they have all the time they need. Using knowledge and techniques gained through extensive training around children's communication, the childminder very successfully extends children's use of language. As a result, children communicate their thoughts and ideas very confidently with increasingly clear pronunciation.

Children receive excellent support to develop their understanding of their environment and to explore different materials. For example, they eagerly experiment with balls and water, downpipes and guttering and they choose to dig and tend seeds in the garden, prior to measuring the growth of the plants. The childminder makes exemplary use of these activities and daily routines to support children's understanding of mathematical ideas. As a result, children spontaneously use a wealth of language to accurately describe numbers, positions, shapes and sizes. Children are keen to develop their physical skills, for example, in exacting craft work chosen by them to create family cards. They pay great attention to detail. For example, when modelling with dough and make excellent use of imagination to

tell stories about the ghost figures fashioned. The childminder places very strong emphasis on energetic play, encouraging young children to play out of doors. She plans highly interesting and stimulating outings on a regular basis. For example, children visit a large park to see the animals and feed the ducks. Consequently, they learn about autumn and the changes in the environment.

The childminder has an excellent understanding of the methods she uses to assess children's progress and plan for their next steps in each area of learning. She observes children very closely when they are new to gain details of their starting points in each area of learning. She also uses information from parents although there is scope to extend this further. Each time children are with her, she extends their record of photographs with extremely detailed, explanatory notes. Children's individual folders provide a full and accurate picture of their progress to monitor their development and celebrate their achievements. It is evident through discussions with the childminder and her records that she knows children very well. She uses this knowledge most effectively to further support them in their development. As a result, children are confidently independent, have an ability to manage their own behaviour and have a high level of communication with other young people and adults. This means they are being prepared very effectively for their future learning and transition into school.

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

Children thrive as they actively participate in an extensive range of stimulating play experiences in the child-centred, homely environment. The childminder fully encourages their independence so they take an active role in routines and play activities. They confidently dress warmly to play outside and spontaneously help to clear away after meal times. They are very familiar with routines and so demonstrate a strong sense of security. Highly positive relationships with the childminder enable children to be self-assured and confident. They form close bonds with the childminder and members of her family and often break out into fits of giggles, showing they are extremely happy. Children's behaviour is exemplary through their being engrossed and highly motivated in their play. They help younger children on their settling visits and are always polite. The childminder's meaningful praise and encouragement enables children to develop high levels of self-esteem and tackle tasks they find more difficult. Children eagerly talk about their achievements, for example, recalling when they learnt about and helped to celebrate different festivals, such as Diwali, making lamps to light and creating patterns.

Children highly benefit from significant support to learn about how to keep themselves and others safe. In the quiet, calm atmosphere, they move around carefully and considerately. They use a wide range of tools, such as scissors, with deliberation and great care. Each month, they practise leaving the house in an emergency, discussing the different exits and how best to respond. Children set and carry out their own challenges. For example, they safely negotiate complex and challenging physical equipment at playgrounds, such as net ropes.

The childminder very effectively ensures children learn to meet their own care needs. Her

exceptional guidance and support enable children to gain an excellent understanding of health and hygiene. Children become independent in their personal care and know why they brush their teeth and wash to get rid of the germs. They always choose from nutritious drink and food options and often discuss reasons for healthy eating, including the need to make their bones strong. Children choose to spend plenty of fresh air and exercise in the garden, which keeps them fit and develops their confidence in all aspects of physical development. They learn that physical activity is good for them and can be fun. For example, they often take the childminder's dogs for walks and visit different parks where they enjoy extensive climbing and balancing. Children hugely benefit from the highly stimulating environment and choice of resources that promote learning and extensively challenge them, both in and out of doors.

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

The childminder has extensive experience in all aspects of childcare. She has an excellent understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Her acute focus on the educational programme for individual children is exemplary. As a result, she continuously reviews her very detailed planning and assessment to be fully consistent in meeting children's learning needs. She has an excellent awareness of what each child needs to learn next. She has abundant knowledge and in-depth experience of working with others to enable children with very wide ranging abilities. This means she provides particularly focused support to enhance children's skills, including their communication.

The childminder outstandingly fulfils her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage at all times. She implements these consistently and imaginatively to create environments in and outside the home that are fully welcoming, safe and stimulating. Through regular training and experience, she demonstrates an excellent knowledge of child protection procedures, including of how to respond if she has a concern about a child. The childminder very effectively risk assesses both her home and venues for outings so that hazards are minimised for children. She has a secure knowledge about legal ratios, how many children she can care for and is entirely clear about when to notify Ofsted. She completes her superbly expressed policies in detail and always gives these to parents to support their understanding of the provision.

Highly effective systems for self-evaluation inform the childminder's priorities and she uses these to set extremely challenging targets for improvement. She meticulously regards children's expressed wishes and preferences and she fully values the views of parents expressed daily through in-depth conversation. Her local authority adviser has invited her to work towards accreditation to offer funded education at the earliest opportunity. The childminder has abundant plans for her continuous professional development, including advanced training on child protection issues and achievement of a quality assurance award.

The childminder has very good knowledge and understanding of the importance of

partnership working for children to receive all the support they need. She consistently offers secure, informed liaison between other early years providers and the children's parents. She obtains parents' permission to exchange learning journals with other providers to ensure children's care is continuous. The childminder establishes excellent partnerships with parents. They receive full information about the provision and are highly involved in their children's learning and development. Families are very appreciative of the provision for their children. They write, 'She is very professional and very flexible when needed'. They say that their children 'can't wait to get there' and that they cannot recommend the childminder highly enough.

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	EY446846
Local authority	Gloucestershire
Inspection number	801854
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
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.

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.

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