

## Inspection date

Previous inspection date

16/01/2013

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

- Children are very well motivated, eager to join in and demonstrate the characteristics of effective learning through the very clear focus the childminder places on their development in the prime areas of learning.
- The childminder has a comprehensive understanding of child development and learning and this creates a secure, warm, enabling environment within which children flourish.
- Children engage very enthusiastically in their learning as the childminder uses encouraging, friendly and lively approaches to support children and increase their motivation using each child's main interests.
- Planning is informed through frequent observations of children's learning to encapsulate their emerging interests, which enables them to make excellent progress through enjoyable, challenging and relevant activities.
- Children rapidly develop language for thinking and communicating as the childminder provides opportunities for them to be imaginative and recreate roles and experiences.
- Children learn rapidly through play with an excellent selection of high quality resources and stimulating opportunities, which offer them variety and scope to develop and extend their knowledge and understanding.

## 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 kitchen, lounge, conservatory, playroom and outdoor area.
- The inspector held a meeting with the childminder and spoke to her about her role as children's key person as appropriate during observations.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of those living and working on the premises, the childminder's self-evaluation evidence and a range of other documentation.
- The inspector also took account of the views of two parents/carers through information obtained from the setting's own parent and children surveys.

## Inspector

Deborah Hunt

## Full Report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged six and 12 years in a house in a village close to Stamford, Lincolnshire. The whole of

the property is used for childminding and there is a fully enclosed garden for outside play. The family has goldfish, terrapins and tropical fish as pets.

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, five of whom are in the early years age group and attend for a variety of sessions. She operates all year round, Monday to Thursday, from 7am to 7pm, including bank holidays. She is a member of the National Childminding Association and 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:**

- continue to enhance the already good self-evaluation to further support ongoing improvements to the provision for children.

### **Inspection judgements**

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

The childminder has an extremely positive impact on children's learning and development. She has worked exceptionally hard to develop a thorough understanding of the revised Early Years Foundation Stage requirements since registration. Children make impressive progress in short periods of time because the level of interaction and quality of teaching they receive supports them to learn very effectively.

The induction procedure for children is suited to individual family's needs, putting the child's interests first. Parents are able to stay with their children as long as is necessary to enable the child to settle easily and feel secure. From the time children first start attending, the childminder collates information about both their care needs and learning, to date to ensure that their individual needs are met. The 'All about me' form parents complete provides the childminder with initial information from which she can begin working with children. This is supplemented by the frequent, high quality observations she completes, which help identify the progress children make and what their key interests are. These inform planning and enable the childminder to ensure she provides activities and resources which captivate and engage children in their learning and development. Observations are linked to the Development Matters in the Early Years Foundation Stage

guidance and enable the childminder to confidently assess children's next steps in their learning. Ongoing assessments include information received from parents through the daily exchange of a diary which enables the sharing of children's progress in both the home and setting. The parent information board in the hall shows parents what their children have been doing and is changed each season. Activities are added as they happen, using photographs and a brief narrative, to provide parents with a visual snapshot of their child's day. The childminder also records children's 'Wow' moments to share children's particularly noteworthy achievements with parents. For example, a baby manages to roll over for the first time and this becomes their first 'Wow' moment at the setting. Regular newsletters further support parental involvement in children's learning; progress reports and parent consultations ensure that parents feel valued and remain abreast of their child's development. These arrangements together with daily conversations, texts, phone calls and the website, the childminders have created, superbly support parents involvement in their children's learning. Children therefore enjoy a highly consistent approach to their learning.

Children enjoy an excellent variety of activities which enable them make rapid progress in each area of learning. The childminder and her co-childminder take full advantage of natural phenomena to offer children an enjoyable walk through the local meadows, alongside the river to experience the hoar frost and newly fallen snow. Children feed the ducks while there and think about where creatures go to keep warm as part of their theme for the week. On the journey to school, to drop off older children, a younger child notices how decorative the spiders' webs look. During the day, the childminder takes the child out to take photographs of the frost-laden webs in the garden. She tells her that they will print off the pictures and decorate them with glitter to make them sparkle as they did outside. The child's eyes light up with anticipation and delight and she chatters to the childminder about what this will involve. While outside she asks to play snowballs; the childminder ensures she remains snug and warm and asks her co-childminder to pass the child her gloves. They have wonderful fun and later build a snowman that is this young child's height, enabling her to add his 'eyes' and a 'carrot for his nose'. When the cold forces the child inside again, the childminder invites her to show her co-childminder the photographs they have taken and the child learns to operate the camera to enable her to do so. She asks to take photographs of the co-childminder and baby who is being cuddled and does so, showing the results of her efforts to both childminders. Following children's interests in this expansive and exciting way is inherent in the childminder and her co-childminder's practice. Without realising it, children learn extremely effectively whilst thoroughly enjoying themselves showing curiosity and a high level of engagement in their learning. Children's language develops superbly as the childminder supports them during their play through insightful dialogue and questions which encourage them to talk. Children's nursery rhymes, and familiar songs, play softly in the background and children enjoy frequent spontaneous singing and dancing. For example, the childminder and children perform Ring-o-ring-o-roses. A child who will go to school this September is encouraged to join dots to form numbers and rolls a dice to decide which number they will create next. The child concentrates as they count the spots on the face of the dice. The childminder helps make this learning fun by comparing the number three to 'two fat tummies' and when the die falls off the table, plays 'I spy' with the child as together they search to see where it has gone.

Children enjoy frequent opportunities to engage in role play. This helps to develop their imagination and understanding of different subjects. For example, they become shop owners for the afternoon and sell fruit and vegetables to the childminder and her co-childminder who become their customers. The childminder models good manners as part of the play and children develop their understanding of using numbers in context as they say how much the chicken and potatoes cost. Making gingerbread cookies provides a number of learning opportunities, and is linked to a child's recent interest in the planets, as children press out star-shaped cookies. Later, when they have cooled, children develop their independence, knowledge of colours and dexterity as they ice them. They choose chocolate strands and hundreds and thousands to decorate them with and the colour of the icing they will pipe onto them. These very young children learn words such as 'squeeze' and practice naming colours as they concentrate to create their patterns and pictures on the cookies. Children develop their ability to make marks as they design firework pictures and create Rangoli patterns. They further refine these skills as they carefully thread laces through the threading buttons and use their finger and thumb to pick up the chocolate strands to decorate their cookies. Children are superbly supported to acquire the skills and capacity to learn and develop effectively. They investigate electronic toys, enjoy visiting the library for storytime and to choose a book, read frequently with the childminder and use their own computer to design their bead creation.

Planning incorporates differentiation to encompass the differing needs of children. Babies are exceptionally cared for and develop a strong bond with the childminder. They receive frequent cuddles and enjoy playing with an excellent variety of age-appropriate toys, such as rainmakers, a Noah's Ark, a play radio and popup toys. They are frequently offered opportunities to move around and explore and to be at different heights. For example, they relish watching other children as they sit supported on the childminder's knee or relax in a 'baby nest'. They investigate the buttons, cogs and wheels on an activity centre and show curiosity as they try to work out where a toy they have thrown behind them has gone. The childminder sensitively encourages their early attempts at speech, by talking gently and singing nursery rhymes to them. She uses humour in response to a baby's chuckles as she tickles their tummy and uses facial expressions and conversation to continue the game. The baby delights in this interaction, blowing raspberries and giggling, as they eat their dinner. School age children are cared for sensitively according to their age and stage of development. Their changing needs are considered as they grow older and suitable activities are incorporated into planning. The childminder recognises that they sometimes need their own space and the environment allows them time on their own. They are offered quiet space within which to unwind after their school day, away from younger children if they wish. The highly individualised approach that is taken by the childminder to children's learning offers them the opportunity to enjoy meaningful and stimulating experiences within a challenging environment. As a result, children make excellent progress towards the early learning goals.

Children enjoy daily trips out and are taken to many exciting and interesting local groups and places of interest. For example, they visit Burghley House gardens and have a membership card for a local children's farm. They walk to the local shops and park and post letters. They also enjoy messy play at the local children's centre. In such ways, they become familiar with their local area and develop a sense of their place in the local community.

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

Children form strong, affectionate bonds with the childminder and develop a secure emotional attachment to her. Her kind, sensitive and exceptionally caring approach means children happily go to her for comfort, reassurance and assistance in their learning. The relaxed, homely and inclusive atmosphere enables children to play and learn together harmoniously. They learn tolerance and respect for adults and one another as the childminder role models appropriate behaviour and good manners. The professional and friendly relationships which exist between the childminder and children's parents add to children's already positive feelings of security and confidence. The calm, quiet atmosphere, which permeates the setting, is reflected in children's behaviour. When upset, they receive gentle, child-sensitive approaches to help them positively manage difficult feelings. Frequent praise and encouragement helps children to develop a very strong sense of belonging and self-esteem. For example, a very young child is elated when they manage to ice their own cookie. They are congratulated and enjoy a 'high five' hand clap with the childminder. They beam with delight and point excitedly at their brightly coloured cookie. Children receive explanations which help them understand why they should not be unkind to each other and are encouraged to say sorry. The childminder supports children incredibly well to manage difficult feelings and is adept at managing challenging situations through training she has received as a foster carer. This training and her experience in this field brings much added value to her practice as a childminder.

The childminder pays high regard to ensuring that children remain safe while in her care. Visitors sign in and out, the front door is locked and the key kept high up on hook nearby. There is a separate bell for the front door and the garden and children take part in regular fire drills. When questioned, they know where to exit from the front and rear the exits to the house. The childminder uses strategies suited to children's ages to help them learn about risk and uses situations to offer explanations. For example, while walking by the river, children learn that deep water can be dangerous and they practice road safety on school runs. All persons working and living on the premises are suitably checked which further ensures children are protected. The childminder has an extensive understanding of child protection procedures and is aware of the contact details and route to follow should she have any concerns about a child in her care. Children develop an excellent understanding of how to grow up healthily through gardening activities which encourage the development of this knowledge. They plant, tend and harvest Chantennay carrots, potatoes and spring onions, cooking them and tasting the results. Snacks and meals provided are healthy and nutritional. Children are routinely offered choices and snack time is usefully used as an opportunity for children to select which snack or fruit they want. Children demonstrate confidence and self-knowledge as they tell the childminder they 'don't like pears' and would 'like fruit flakes' for their snack. Parents have the choice of a meal cooked by the childminder or they can provide their own packed lunch or home cooked meals for their children. Mealtimes are sociable occasions where children learn about good manners and discuss many different topics with the childminder who sits with them. Children's medical needs are observed and training is undertaken should there be the need. Physical exercise and outdoor learning in the fresh air is given high priority as the childminder understands the need for children to be active and the benefits this

delivers. For example, the childminder helped children celebrate the Olympics which provided an excellent opportunity for children to be active and enjoy running, perform gymnastics routines and make a copy of the Olympic torch.

Babies receive sensitive, wholly appropriate care. Their welfare and care needs are exceptionally well catered for. They are offered many cuddles, warm affection and regular interaction. The childminder ensures they are integrated into activities taking place for older children, providing them with age-appropriate resources to explore and investigate themselves. School-aged children are offered a consistent experience in their care and learning, as are younger children who also attend early years settings. The childminder works with the school reception teacher and the child's key person at the early years setting. A book is exchanged with the key person and observations for school age children still within the Early Years Foundation Stage are exchanged with the school. Transitions for children are considered particularly important and heightened awareness is shown by the childminder as she is also a foster carer. For example, learning and development is prioritised for a child going to school this year to ensure that they are ready for the move to formal education. They are encouraged to speak and develop their confidence and to use numbers and simple mathematical concepts in their play. They become familiar with the school they will go to on daily trips to collect older children. Integration with other children is managed successfully through attendance at social groups and there has been a notable change in their confidence and self-esteem in recent months.

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

The childminder demonstrates a very clear understanding of her responsibility to implement the revised Early Years Foundation Stage. She has worked exceptionally hard since registration to develop her knowledge and understanding to enable her to deliver highly relevant, carefully considered and differentiated educational programmes which meet children's individual needs. Her prior training as a foster carer helps her give equal consideration to ensuring that children are safeguarded and their welfare given the highest priority. Her capable and professional implementation of these requirements means that children are offered a stimulating, challenging and varied learning environment. This offers children the opportunity to make excellent progress towards the early learning goals.

Monitoring of practice is achieved by sharing post activity and daily session analysis with her co-childminder, meeting with other childminders locally and regular consultation with the local authority mentor and support worker. The views of parents and children are also sought through surveys and listening to comments. This enables the childminder to set realistic challenges and targets for improvement. Her improvement plan is reconsidered weekly to ensure the most important issues are dealt with first. She and her co-childminder are clear about their separate, designated responsibilities and are aware of their own strengths and areas for development. For example, the childminder has previously worked in marketing and is therefore responsible for advertising the service provided and ensuring the setting is accurately portrayed. A proactive approach is taken to continuous professional development and it is the lack of available training that has

prevented the childminders' undertaking more since registration.

Partnership working is already effectively established with both parents and other early years professionals. The childminder also works closely with other professionals when children need additional support or input. Parents' comments about the service the childminder and her co-childminder provide are very positive. One parent says 'it is brilliant to have two childminders who put the child at the centre and focus on their development through fun interactions'. Children thoroughly enjoy the experience they receive in this welcoming, bright and child focussed setting. They are comprehensively supported by this positive, professional and motivated childminder and make superb progress in their learning and development.

### 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

<b>Unique reference number</b>	EY449400
<b>Local authority</b>	Rutland
<b>Inspection number</b>	810099
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	1
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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