

<b>Inspection date</b>	12/03/2013
Previous inspection date	24/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
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 thrive and make rapid progress with their learning and development because they are supported extremely well by a highly skilled and knowledgeable childminder.
- Children develop extremely strong bonds with the childminder and are secure and confident learners.
- Children are extremely well behaved because they are given control over their choices and have a very strong voice, which gives them an exceptional sense of belonging.
- Partnerships with parents and other settings are highly effective and fully support all children's needs. This makes their transitions a seamless and positive experience.

## 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 had a tour of the premises and spoke with children.
- The inspector observed children in the lounge, the playroom and the kitchen.
- The inspector had discussions with the childminder.
- The inspector sampled children's assessment records, a range of policies, procedures and information for parents.

## Inspector

Anne Barnsley

## Full Report

### Information about the setting

The childminder was registered in 1995 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Spalding, Lincolnshire. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 14 children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the National Childminding Association and has a registered assistant to work with her when needed. She has a degree in Early Years Childhood and Youth Studies.

### What the setting needs to do to improve further

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

- consider enhancing the outdoor area further still by adding wind chimes, streamers, windmills and bubbles to enrich the opportunities children already have to investigate the natural world by exploring the effects of wind.

## Inspection judgements

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

The childminder has excellent knowledge of the seven areas of learning and how young children learn. She provides an inspiring range of activities that are effectively targeted towards all children's individual needs and interests. The environment is highly stimulating, both indoors and outdoors, which enables children to engage in activities that they really enjoy and that have meaning to them. Planning is dynamic and is flexible so that it can be adapted to focus on, and extend, children's interests. The additional activities that the childminder plans to achieve this and the resources that she makes available to support the activities, fully reflect children's unique interests and extend their learning with purpose. For example, she extends a child's avid interest in animals by having a wide range of small-world animal resources available, books, animal costumes and an interactive animal frieze. Further extension of this is achieved through an activity with wet sand that she has organised in a large tray in the kitchen. Children use this to make animal footprints in, and then discuss the different shapes and sizes of these with the childminder. This activity is extended further still when the childminder asks the children if they want to make their own footprints in the sand. As a result, learning is a highly

motivating and memorable experience for children because they are stimulated through new ideas that challenge their thinking.

Learning through the extensive play opportunities that are provided ensures that all children receive a high level of challenge and that key skills for future learning are swiftly developed. A wealth of experiences and activities, such as, making music, treasure baskets, baking cakes, making snowmen, celebrating the Chinese New Year and visits to many places of interest in the community make activities extremely interesting and encourage children to be active learners. This enlivens children's curiosity and maintains enthusiasm so that they participate eagerly in the activities on offer. Children have maximum opportunities to explore and try things out as they are encouraged to take control of their learning. The childminder develops their creative and critical thinking exceptionally well by asking open questions which model the thinking process and sustains children's interest. This provides them with a sense of achievement, which promotes a positive attitude towards new activities and prepares children well for their next stages of learning. This effectively fosters a healthy disposition towards learning as children become confident with the skills they develop. Children are extremely well prepared for their transition to pre-school and school.

The childminder includes parents very well in all aspects of their child's learning. She provides parents with regular newsletters, which details future plans for activities and outings. Information is included about how parents can help prepare, or continue children's learning at home. For example, parents have been asked to help their child learn how to draw an oval to represent an egg and to become familiar with the colour yellow for a forthcoming Easter activity. The childminder has meetings with parents to complete the Early Years Foundation Stage progress check at age two years, which enables her to identify if there are any gaps in a child's learning at an early stage, and act upon this. She writes monthly reports of the progress each child makes in the seven areas of learning and includes the characteristics of effective learning within these. Her provision for children consistently ensures that they are highly motivated and engaged through the activities she provides. Robust assessment records clearly identify the next steps in the children's learning and include parents extremely well to enable them to complement their child's learning at home.

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

Children show a strong sense of belonging and security in the childminder's home. They settle very well and are extremely well supported with their transition from home to the childminder's home. They have formed strong bonds and very good relationships with the childminder and other children and, as a result, are extremely confident and independent. Children explore their environment well and make choices about what they want to do or not do. The childminder focuses extremely well on the three prime areas of learning. As a result, children have a strong voice because they are fully consulted with and treated with great respect. This helps children to become responsible and make well-informed choices. Their behaviour is exemplary as a result. Children are secure enough to tell the childminder 'no' if she suggests something that they do not want to do or to tell her in what order they want to do things when she asks them. For example, children decide by

themselves that they no longer want to play shops and move into the second playroom to use mark-making boards and magnets.

The childminder completes regular risk assessments of the play space to minimise any hazards so children can move around freely and in safety. She provides clear and consistent messages about her expectations for children's behaviour and develops children's understanding of right and wrong. She achieves this by acknowledging children's efforts and achievements and giving them lots of praise and encouragement. Children behave very well as a result and learn to play cooperatively with each other. Children learn to feel safe as the childminder supervises them extremely well and is highly attentive to their needs. This is also ensured on trips to indoor play centres where children are taken regularly for independent physical play. The childminder sits where children can be seen climbing and using apparatus. When they use mobile toys and move out of sight she checks them every 10 minutes to ensure they are safe, while also being mindful of not interrupting the flow of their play.

Children are well nourished with balanced meals and supplementary snacks so that they do not become hungry or thirsty. This is also ensured when children are taken out and about on trips or to other facilities. Parents are provided with comprehensive guidance on providing healthy options should they prefer to send food from home. As children grow they enjoy getting involved in preparing their food at mealtimes and engaging in activities, such as cooking and gardening. They learn about making healthy choices and the importance of positive hygiene, fresh air and exercise. The childminder talks to them about keeping healthy and which foods are good to eat. She makes sure that children have lots of outdoor play and walk to places of interest so that they get the fresh air and exercise they need.

Ongoing discussions with parents about children's medical needs, and changing and developing routines means the childminder has a clear understanding of how to support children's good health. She considers the welfare of children and follows appropriate procedures when children are ill. For example, on occasions where children may become ill during the day, the childminder contacts the parents to notify them so they can collect their child. She contacts parents again to find out how their child is and makes sure they are well enough to attend when they return. She organises her home effectively to support the needs of young children such as having a quiet room for babies or young children to sleep in undisturbed. She has effective safety measures in place and teaches children well about keeping themselves safe so that they develop a sense of responsibility as they grow.

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

The childminder shows excellent commitment to developing her practice and knowledge as she regularly attends training to update her skills and knowledge. For example, she has completed her early years degree, safeguarding at level 2, special educational needs coordinator training, the Elklan language course, inclusion, autism awareness and a maths course, to name a few. In addition to these courses she has also completed a course

about the new Early Years Foundation Stage and is confidently using guidance tools, such as 'Development Matters in the Early Years Foundation Stage' to accurately assess children's progress. The childminder has also made improvements to, the already highly stimulating, outdoor area. She has added a large shed to the all-weather play area so that children now have their own storage attached to their play area. The childminder has also bought a play house for children so that they have a second area to use for imaginative play in all types of weather. Her next intention for the outdoor area is to provide a wider range of growing tubs and to develop a sensory garden to further enhance and enrich children's learning in the outdoors. There is scope to enrich the outdoors further still by providing resources, such as, wind chimes, streamers, windmills and bubbles so that children can explore the elements of wind to enhance their understanding of the natural world. These strengths account for the good progress the childminder has made since the previous inspection, and show why she has a strong capacity to sustain this improvement.

The childminder has an excellent understanding of how to safeguard children. The childminder has rigorous policies and procedures in place. She is extremely knowledgeable about the action she should take if she has any child protection concerns. She fully understands the signs and symptoms that may indicate abuse and knows how to report any concerns. She has attended training in this area and a full written policy is in place to support effective practice. The childminder ensures that household members are appropriately vetted for their suitability and that children are never left unsupervised with persons who have not been vetted.

The childminder has an exceptional understanding of how to meet children's learning and development needs. She has created highly effective ways of monitoring children's development. This enables her to see immediately where there are any gaps in the educational programme or where children are underachieving. She immediately addresses any identified need in conjunction with parents and other childcare providers. Children's learning journals include parents' views and observations as a regular element of the assessment. This creates a highly effective partnership between the childminder and parents as they monitor children's achievements together. Parents receive meticulous feedback so that they are fully informed about their child's day. The childminder also produces an excellent monthly newsletter to ensure parents know what is planned in advance for their children. She holds biannual parents' evenings to discuss children's progress in detail with parents. Relationships with other providers delivering the Early Years Foundation Stage are nurtured extremely well and this promotes continuity in children's care and smooth transitions to their next steps in learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	257452
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	905809
<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>	12
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/01/2011
<b>Telephone number</b>	

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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

