

<b>Inspection date</b>	15/04/2013
Previous inspection date	08/11/2011

<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**

- The childminder has an excellent understanding of how young children learn and develop and provides children with an abundance of innovative, interesting and challenging activities and play experiences. As a result, children are highly motivated and enthusiastic in their play and demonstrate exceptionally high levels of independence, considering their age.
- Children develop a truly special relationship, secure attachment and a strong bond with this kind and caring childminder. They settle very easily and engage extremely well with her because they feel safe and secure.
- Children are provided with a truly rich, stimulating and enabling indoor environment where they play with an exceptional range of high quality resources which effectively meet their learning needs and interest. As a result, children explore, investigate and experiment as they play and make exceptional progress in their overall learning and development.
- This inspirational and highly motivated childminder continually updates her own professional development by attending numerous training courses and she regularly monitors and evaluates her everyday working practice, taking into account the views of the parents and carers, and the children. This results in further improvements being made to an already outstanding setting.

## 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 the childminder playing with the children in the living room, kitchen and outdoor play area and viewed all the resources and equipment available for the children.

The childminder showed the inspector all the areas that children have access to and discussed safeguarding arrangements, and how she keeps children safe at all times in her home.
- The inspector held discussions with the childminder and the children at appropriate times throughout the inspection.

The inspector looked at children's progress records and record books, planning documentation, policies and procedures, children's registration forms and a number of other childminding documents.
- The inspector spoke with a parent during the inspection and viewed questionnaires and supporting documents completed by parents.
- The inspector looked at the childminder's self-evaluation documents and evidence of continuous professional development.

## Inspector

Carys Millican

## Full Report

### Information about the setting

The childminder was registered in 1998. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her son aged 13 years in a house on the outskirts of Whitehaven, Cumbria. The whole of the ground floor of the property is used for childminding as well as the bathroom and main bedroom on the first floor. There is a fully enclosed rear garden available for outdoor play.

The childminder attends toddler groups 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. The family has a dog and a rabbit.

There are currently 14 children on roll, of whom seven are in the early years age group. The childminder operates all year round, from 6.30am until 6pm, Monday to Friday and some weekends by negotiation. She supports children with special educational needs and/or disabilities. The childminder holds a National Vocational Qualification at Level 3 in Early Years Care and Education. She is a member of the Professional Association for Childcare and Early Years and the West Cumbria Childminding Network.

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

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

- continue to increase children's interest in musical sounds and chimes outside, for example, by introducing a sound line using a variety of objects strung safely that will make different sounds, such as wood, pans and plastic bottles filled with different things.

## Inspection judgements

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

Children thrive in this rich, stimulating, enabling environment where they play with an exceptional range of high quality resources which effectively meet their learning needs and interests. Their motivation and enthusiasm for learning is successfully promoted by the childminder. She encourages the children to be active learners and they confidently seek out their own play and learning experiences within the family home. For example, they help themselves to trains and other small world toys, interactive books and electronic toys and games, writing materials, reading books and story sacks. As a result, children make excellent, independent choices and decisions about their play by helping themselves

to toys and play equipment that they like playing with. The childminder recognises the uniqueness of each child in her care. She knows what they are interested in and knows how they learn best. Therefore, she supports children effectively as they play. She recognises that children learn through an effective balance of innovative, interesting and challenging activities and play experiences. Therefore, children make exceptional progress in relation to their starting points. The childminder effectively supports them as they play. She clearly identifies and plans for children's individual needs and their next steps in their learning. Observations and assessments are clearly linked to the areas of learning and planning is effectively focused to promote children's next steps.

The childminder offers an exciting range of learning experiences for children, through a range of practical activities and exciting play opportunities. For example, they learn to put on their own coats and do up their zip or buttons from an early age. They confidently match up their wellington boots and place them on the correct feet ready to play outside. As a result, children gain the skills in readiness for their move to pre-school and then onto school. Children are enthusiastic and motivated in their learning and their independence is effectively supported. They eagerly help the childminder take out the bag of compost and the gardening tools to the gazebo and place them on the bench. Children listen as the childminder explains to them what to do and they recall how they planted the shallots and carrots in the planters the previous week. The childminder introduces new ideas to the children, who engage in conversation about how the tomato plants hang upside down, and wonder about how the soil will stay inside the planter. The childminder explains that they have to fill a special planter that keeps the soil in. Children respond to her questions and decide that the opening to the hanging planter should be at the top and proceed to add the compost on top of the tomato plant until it is full. The planter, when completed, is placed on the fence with the plant hanging down. Children get their watering cans and water the plant and the other seeds they have planted. By doing so, they learn about growth and looking after living things, which promotes understanding of the world.

The childminder effectively promotes children's language and communication skills constantly as they play. She speaks to children all day long, engaging them in conversation. She skilfully extends their learning by introducing new words and repeating and reinforcing their language during activities. Children enjoy sharing story sacks with the childminder. They sit comfortably on the settee with a soft toy and, as the childminder reads the story, they join-in with a familiar rhyme or phrase. As a result, children concentrate from the beginning of the story to the end because they love the interaction and excitement of joining-in.

Children engage in physical and imaginative play. They enjoy constructing train tracks on the floor of the conservatory. Children match the track pieces together and add tunnels and stations, making sure that all the pieces fit so that their engines and carriages can be moved along smoothly. Children enjoy dressing-up as fire fighters and ride on wheeled toys pretending to put out the fire in the garden. They enjoy climbing up the steps of the climbing frame and competently sliding down the chute, safely. Children enjoy sensory experiences of exploring and investigating the natural world. They enjoy water play using a toy water-way canal system and the large water bowls, containing coloured ducks. Children watch the streamers in the garden as they blow in the wind, and photographs show how children look for bugs and insects using magnifying glasses. Children are

mesmerised by the sound of the musical chimes, as they touch them when moving through the doorway of the conservatory, to the outside. This sensory experience could be increased in the garden play areas outside. Children love programmable interactive toys. They enjoy listening to the touch tone phone in the toy kitchen and competently complete interactive programmes on the hand-held computer pad. Children press the buttons to make the phone ring and use the touch screen for mathematical games and number recognition.

Children enjoy attending toddler groups and playing together with other children. By doing so, they learn to mix and socialise in larger groups and, as a result, they further develop their personal and social skills. The childminder expertly introduces concepts, such as numbers and colours into their play. She counts with the children from one to five and she encourages them to name colours as they play a game. Children learn about the community in which they live and the difference and diversity of the world around them. They learn about other cultures and countries of the world and they are introduced to cultural events and festivals held throughout the year. The childminder works very closely with parents and they regularly discuss their child's progress record, assessment, and plans for their future development. The childminder is very clear on the requirement to complete the progress check for children aged two with parents. She provides a comprehensive review in the form of a written summary, showing children's excellent progress and development across all areas of learning. Parents are encouraged to contribute to their children's learning summaries and the childminder provides parents with excellent information and ideas to help continue with children's development and learning at home.

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

Children develop a special relationship with this kind and caring childminder. They are extremely settled and exceptionally happy in her care. The childminder effectively promotes children's emotional well-being and their personal and social skills. They positively ooze in confidence, independence and self-esteem as they form a strong bond and secure attachment to her. As a result, children are very confident in exploring the environment and making choices and decisions about their play from the extensive range of resources available to them. The children settle easily on collection from school and register themselves into the home by finding their name on their home-made flower. Children are happy to see each other and warmly greet each other. Relationships with the childminder and each other are secure, warm and affectionate.

Children are relaxed, motivated to learn and eager to do all the interesting things that they enjoy. As a result, they remain on task and their behaviour is excellent. The childminder is expert at helping very young children manage their feelings. She uses effective and appropriate behaviour management strategies, such as explaining about sharing and ensuring that all children can take part in activities at their level. Children thrive because of the positive praise they receive. The childminder continually offers praise

and encouragement to support children's well-being. Therefore, children feel valued and respected. The childminder displays children's work in the conservatory, therefore, they feel a sense of belonging. Children learn to keep themselves safe and effectively learn to take risks in a safe manner. For example, they can negotiate the different levels of the outdoor area and manage the climbing frame steps and slide. Children understand that they do not go outside before the childminder, so that she can secure the French doors. They learn to keep themselves safe when they collect children in the car and when they go out walking within the community.

Children's all-round development is progressing exceptionally well, including their independent self-care skills. They have an excellent understanding of healthy lifestyles and hygiene practices. The childminder reinforces children's independence in all aspects of their play and routines. For example, wiping and drying their hands and faces using their own labelled towels, helping to set the table and making their own drinks. Children are supported to make healthy choices about what they eat. They use a picture card system to choose their snack and they are encouraged to try different tastes at mealtimes. The childminder provides a range of freshly made lunchtime meals. The children are fully aware of why they should wash their hands and they are totally independent in this skill. Children are kept physically healthy. They experience excellent opportunities to access fresh air and exercise outdoors. They play ball games, ride wheeled toys and access balancing and building materials, such as, crates and bricks.

Children benefit from the close working relationships established between the childminder, their parents, other professionals and the other settings children attend. Information is shared to ensure continuity of care and in the learning taking place. This approach to developing children's confidence, independence, social and self-help skills, means that children are exceptionally well-prepared for the next stages in their learning and further moves to other settings and then onto school.

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

The childminder has developed her practice over many years. She holds an early years qualification and uses her expert knowledge and experience to provide high quality childcare for the families registered with her. The childminder is very enthusiastic and highly motivated. She continues to develop and improve her already outstanding service and has a strong desire to continue to build on her own continuous professional development. Her self-evaluation takes into account the views and statements received from parents and other childcare settings that she is associated with. The childminder has already identified areas for improvement and has plans in place to complete the local authority eLearning training package. Her previous recommendation from her last inspection has been completed. A picture slideshow showing the daily routine is available for children with communication difficulties.

All the safeguarding and welfare requirements are totally maintained to the highest level

to ensure children are safe and protected while in her care. The childminder has an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She puts this knowledge into practice, to ensure Ofsted and the correct agencies are notified of any allegations, incidents or significant events when necessary. Children's safety is of the utmost priority to the childminder, who fully demonstrates an excellent understanding of her role and responsibility to protect the children in her care. Extremely comprehensive risk assessments are carried out on the childminder's home and outings and these are reviewed annually or amended when required, to keep children safe and secure. This is further supported by a detailed set of policies, procedures and documentation. For example, the safeguarding and behaviour management policies are compliant with the guidance within the Statutory Framework for the Early Years Foundation Stage and the childminder correctly follows these procedures. Children show they are extremely happy and contented in the childminder's company and appropriate behaviour management strategies are implemented with the children.

The childminder regularly reviews and monitors the planning to ensure the educational programme continues to provide a broad, stimulating and challenging range of innovative activities and play opportunities for children. As a result, she maintains a clear view of the educational programmes and monitors their effectiveness in meeting children's individual learning needs and interest. The childminder has an excellent understanding of the learning and development requirements to provide a vibrant, creative, challenging and dynamic learning environment for children. By doing so, children are enthusiastic, motivated and show positive attitudes towards their learning.

The childminder establishes excellent relationships with parents. Parents feel valued and respected. They are consulted with daily, on arrival and collection times, and feel informed about their child's development and learning. Information is shared in detailed newsletters and on a noticeboard in the hallway entrance. Parents are also informed of their child's progress through the sharing of information, in progress records, by text, email and verbally. They know that they can view their child's learning record and contribute to their child's assessments. Parents state that the childminder is 'fantastic and provides flexible care at short notice'. The robust partnerships established with other agencies, for example, other settings children attend, health services and social services, mean that children are supported at the earliest opportunity to effectively close any gaps in their learning and promote further progress.

### **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

<b>Unique reference number</b>	316936
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	910891
<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>	6
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/11/2011
<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, 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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