

Inspection date

29/04/2013

Previous inspection date

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 extremely happy, motivated and eager to learn within this rich, varied and stimulating environment. They show very high levels of independence, curiosity and imagination and demonstrate excellent behaviour and strong self-assurance.
- Teaching and learning is outstanding. Children's language development is given the utmost priority. The childminder is inspirational in extending children's vocabulary through favourite books, games and role play.
- The childminder has an excellent understanding of how to promote the health and safety of the children in her care. She has assessed the risks to her premises well and has minimised these, so children are able to use all areas of the downstairs and the rear outdoor area in their play.
- Relationships with parents and other providers are robust. Daily discussions, shared daily diaries and learning journals keep parents and the childminder fully informed about the children's progress, recent experiences and events.

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 ground floor rooms and viewed the facilities for outdoor play.
- The inspector spoke with the childminder and the children at appropriate times throughout the observations.
- The inspector looked at children's learning journals and records.
- The inspector checked evidence of suitability and all documentation, including policies and procedures.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, three adult children and three younger children aged 10, three and two years in a house in Hartlepool. 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 collects children from the local schools and pre-schools. There are currently two children on roll, who are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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:

- extend the opportunities for children to investigate features of the natural world outside by, for example, providing resources, such as, chimes, windmills and streamers to show the effects of the wind.

Inspection judgements

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

Teaching and learning is outstanding and the childminder is highly skilled at intervening and extending children's learning during child-selected activities. The childminder provides interesting and challenging experiences that meet the needs of all children. Their enthusiasm for learning and the very rapid progress they make is enhanced by the childminder, who has an excellent understanding of how to engage children and capture their interest. She fully recognises that children learn through play. The designated playroom is set up with a wide range of accessible resources and is organised to promote teaching and learning in the seven areas of learning. Displays of children's annotated writing, drawing, paintings and collage work cover the walls. Children are very motivated, interested and keen learners and are making excellent progress towards the early learning goals.

The childminder has attended 'I Can' training and has skilfully used the knowledge gained to develop children's communication and language skills. Children's language development is fostered through regular conversations throughout the day. The childminder introduces new words as often as possible during play. There is lots of interaction and she encourages children to talk about what they are doing. She also uses mind-maps and floor

books to inspire children to explore ideas and promote their thinking and learning.

Children are constantly encouraged to count throughout their play and routines. For example, the childminder counts their fingers as she helps to dry their hands and the pieces of fruit on their plate. Visits to local amenities, such as the shops, park, playgroups, museums and library, provide children with extensive opportunities to develop their physical skills, socialise with others and broaden their awareness of the community and the wider world. Children have access to a wide range of musical instruments to explore sounds and to develop their creativity.

Children have great fun exploring the outdoor environment. For example, they enjoy digging in the raised beds and plant a variety of vegetables, flowers and herbs, such as sunflowers, carrots, lettuce and basil. They have great fun chasing and bursting bubbles and stare in amazement as the wind blows them around the garden. However, there is scope to extend the opportunities for children to further observe and investigate the effects of natural elements, such as the wind, by providing additional resources, for example, chimes, windmills and streamers.

The childminder has developed exceptionally strong bonds with parents, which helps to support the children to settle into her care extremely well. She seeks information about each child's individual needs and starting points. Observations and assessments of children's progress are outstanding. These cover the seven areas of learning and this information helps the childminder to plan the next steps of learning for each child, in order to clearly monitor and track progress over time. Parents contribute to daily diaries, assessments and learning journals by sharing information about their child's learning at home. The childminder has a very good understanding of the progress check at age two; systems are in place to assess children's progress between the ages of 24 and 36 months and she is fully aware of her responsibility to work with parents and other agencies, if appropriate, to complete the check.

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

Children are extremely confident and feel very secure with the childminder, who takes robust steps to ensure that she obtains information from parents about likes and dislikes and children's routines. The childminder takes time to talk to children throughout the day, so that they feel special and valued and her knowledge of their needs is very clear. The childminder is highly competent when engaging in children's play but is also very skilled at knowing when to stand back to let them lead their own play. The childminder knows what children like playing with and ensures that these toys and resources are easily accessible. Excellent relationships exist between the children and the childminder. When engaging with children, the childminder ensures that she is at their level, always maintaining eye contact with them. This results in children responding with great enthusiasm and they enjoy the cuddles and close contact at quiet times.

The childminder has outings to a childminder group and activity sessions, which helps children to develop confidence and independence in situations away from their main care setting. This helps children to be independent and prepare for the next big step in their

life, such as starting at the local nursery.

Behaviour is excellent. Children are helped to understand what acceptable behaviour is and that to share and respect each other is important. They develop strong self-care skills and are very independent. Children take responsibility for putting toys away and generally clearing up after themselves. They have healthy meals and snacks and are encouraged to make choices about the food they eat. Fresh drinking water is freely available and children confidently access their own drinking cup. Children are encouraged to develop healthy lifestyles with an excellent focus on outdoor activities and play, enhanced with regular trips to the local park, beach and children's play area.

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

The childminder is a highly motivated and enthusiastic practitioner and sets first class aspirations for quality. Her capacity to improve is dynamic and is exemplified in the way she has developed her service in a very short space of time. Self-evaluation is exemplary and worthy of dissemination to other providers. She has developed a 'reflective practitioner' file, which clearly identifies the strengths and weakness of the provision. The childminder attends a wide range of training, reflects on her own learning and clearly demonstrates how she uses the knowledge gained to improve the provision for children.

Arrangements for safeguarding children within the provision are excellent. Risk assessments are exemplary and meticulously detailed. They minimise risk in the childminder's well-organised home. She has created a vibrant environment that is welcoming, safe and stimulating where children enjoy their learning, grow in confidence and make very rapid progress. Planning, observations and assessments of each child's progress are detailed and assessment records and learning journals are outstanding. These cover the seven areas of learning and this information includes the next steps of learning for each child to clearly monitor and track their progress over time. Parents contribute to assessments and learning journals by sharing information about their children's learning and development at home.

The childminder has superb relationships with parents and other providers. She regularly shares information about children's routines and the activities, which they complete in shared diaries and learning journal records. This enables parents to be fully informed of their children's learning and to actively contribute to their progress. She gives parents regular newsletters and obtains their views about the setting, which are very positive. For example, parents comment that they 'are extremely impressed with the childminder's work as she is extremely thorough and home books are far better than some school reports they have read.' They also state that 'the childminder is by far the best childminder I have had to date, she puts every effort into making the time and provides an interesting, fun educational and enjoyable experience for all children.' Relationships with other providers delivering the Early Years Foundation Stage and local schools are strong and this promotes continuity in children's care and learning.

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	EY429699
Local authority	Hartlepool
Inspection number	777446
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
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, 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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