

Inspection date	12/04/2013
Previous inspection date	19/07/2010

The quality and standards of the early years provision	This inspection:	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 in the setting. They are very motivated and eager to learn and participate in an extensive range of activities. They show extremely high levels of confidence, enthusiasm, curiosity and imagination.
- The childminder has an excellent knowledge of how children learn and provides a rich, varied and unique educational programme, with consistent and precise assessment for individual children. As a result, children make rapid progress in their learning and development, given their starting points.
- Children have access to an extremely stimulating environment outside and inside which means that children enjoy an extensive range of activities to inspire and motivate them.
- The childminder is proactive in her work with parents, she has established excellent partnership working, both in the children's home and in the setting and builds on the children's needs and interests from home effectively.
- Children have an excellent relationship with the childminder. They feel exceptionally safe and secure because of the extremely close relationship they have with her.
- The childminder has excellent relationships with local schools. They work closely together and share resources to ensure a complementary provision between the school and the childminder's setting, which provides optimal challenge for each child.

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 held discussions with the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to children and observed play and learning activities inside the home.
- The inspector viewed a sample of documentation, including children's learning journey records, and questionnaires from parents.
- The inspector took into account feedback from parents.

Inspector

Elizabeth Fish

Full Report

Information about the setting

The childminder was registered in November 1999. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two sons aged 19 and nine in the Guisborough area of Cleveland. Her husband is a childminding assistant. The whole of the ground floor and the bathroom on the first floor are used for childminding purposes. There is a fully enclosed rear garden available for outdoor play. The family has two cats which minded children have limited access to. She visits the shops and park on a regular basis. The childminder is able to collect children from the local schools and pre-schools.

There are currently 23 children on roll, of which 11 are in the early years age group and attend on a part-time basis. The childminder is open all year round from 7.30am to 6.15pm, Monday to Friday except for family holidays. The setting supports children with special educational needs and/or disabilities. The childminder is a member of the Professional Association for Childcare and Early Years and Cleveland 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 enhance provision further by completing the labelling of all resources to fully advance children's literacy and independence skills.

Inspection judgements

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

The childminder has an extremely secure understanding of the Early Years Foundation Stage. She plans inspiring and highly motivating activities across the seven areas of learning that take into account the needs of the individual children within the setting. For example, children enjoy activities, such as den building in the forest and are highly motivated as they plan for a pirate's treasure hunt and hide treasure in the home environment. Meticulous, ongoing observations and highly skilled intervention means that the childminder extends children's interests and explorations effectively. An example of this is when children become fascinated by pirates after a fancy dress day in nursery, the childminder follows this up by creating pirate ships with chairs, treasure chests and pirate flags. As a result, children are highly motivated to learn across the seven areas of learning.

The childminder has an excellent understanding of where children are in their learning because she uses extremely detailed information from parents and her own observations to establish their starting points. She completes extremely clear observations and completes rigorous assessments, which are linked to the Development Matters in the Early Years Foundation Stage guidance. Her observations show what children have achieved, what they enjoy doing and their next steps for learning. She plans stimulating activities for individual children, which are based on the learning needs identified in her observations. Information from school is used to feed into assessment too. This means that, the childminder has an excellent understanding of where each child is in their learning and where they need further support. She works extremely well with schools and other agencies to seek support when necessary and incorporate their individual targets into her planning. This ensures that there is optimal challenge for all children, including those with special educational needs and/or disabilities, so that they all make rapid progress in relation to their starting points.

The childminder places a high priority on the development of children's communication. Children are extremely articulate as they talk to the childminder and other children about important events in their own lives using clear sentences. The childminder talks to the children constantly; she describes what they are doing, extends vocabulary and uses careful questions and simple phrases that are carefully matched to the level of understanding of the individual child. The childminder is very patient as she supports children's developing communication and praises all their efforts and, as a result, children confidently attempt new phrases. Consequently, children learn new words and phrases rapidly. Children enjoy books and listening to stories. They talk about the pictures and opportunities to extend vocabulary are optimised. Story books are used to enhance all aspects of the childminder's provision and children enjoy looking at books about pirates as they make pirate flags and develop their own treasure chests. Therefore, children develop a love of books from an early age and are making excellent progress in communication and language. Children learn in a highly stimulating, literate environment indoors and outdoors. Children see words clearly displayed next to pictures on the walls and doors indoors. Outside children see words, such as 'bucket', 'bubbles' and 'spade' displayed alongside pictures and real objects. Resources inside are usually clearly labelled with pictures and words too, however, there is scope to develop this further to ensure that all resources are clearly labelled.

The childminder uses counting throughout the day. Children are encouraged to collect resources for activities. For example, they collect aprons and pots appropriate to the number of children present. Activities, such as counting bubbles, enhance this knowledge further. Numbers and activities to promote counting are displayed at child height throughout the environment so that children have the opportunity to talk about and explore numbers. Number rockets outside inspire children to count accurately to beyond 10 and talk about the numbers. As a result, children make very rapid progress in mathematics. Children learn about the world and conditions for growth as they visit the allotment and grow their own vegetables. They discuss features of shells as they fill their own treasure pots. Visitors from outside visit the setting and enhance children's understanding further. This means that, children learn about the world around them and are given time to explore their own fascinations. Children take part in a wide range of activities to develop their physical skills. They enjoy weaving outside or looking for pirate

treasure and making their own pirate flags. This means that, children have a variety of opportunities to develop their small muscle skills. Children enjoy using wheeled vehicles and the climbing frame outside and visits to the soft play centre or the nearby parks mean that children have plenty of opportunities to develop large and small muscle movements. The childminder has an excellent understanding of the importance of creative play and children take part in highly stimulating play opportunities. Children are extremely confident to express their own thoughts and ideas through creative play. They dress-up and use role play to re-enact everyday experiences, such as cooking and shopping. The childminder is dynamic in her support for role play as they go on hunts for pirate treasure and re-enact everyday life. Children visit the doctors and dentists with the childminder to enhance their learning and children represent this in their play by pretending to be patients as they tell the doctor that they have sore tummies and ask; 'Can you make it better, do I need medicine?' They use information and communication technology to support this further. For example, young children use a camera to take pictures just like their mummy does. Children enjoy using art and craft materials to express their ideas as they ask to paint pirate pots and design pirate flags. Therefore, children have plenty of opportunities to express their thoughts and ideas through extensive creative play.

The childminder has established excellent relationships with parents and ensures that her provision meets the needs of the families. Detailed verbal feedback, text messages and daily diaries means that parents know what their children have enjoyed that day. Parents contribute to the learning journal and a recent development of using an electronic observation tool means that all parents can contribute either electronically or in their learning journal. Newsletters keep parents very well informed about what is going on in the setting. Parents are also encouraged to share information about what children have enjoyed at home, which the childminder then complements and extends. As a result, the childminder has a very detailed picture of children's interests, both at home and in the setting and plans effectively, using these to support their future learning.

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

The childminder has a superb relationship with the children. She is calm, patient and caring and children clearly enjoy their time with her. She is highly skilled at recognising the needs of each individual child and intervenes appropriately with cuddles and comforters when children show signs of being tired. Children enjoy cosy times together as they snuggle up to the childminder to read stories. Children's behaviour is excellent as they are fully engaged in their activities. Children design posters for acceptable behaviour in the setting and create and review rules at regular intervals. This means that they are very aware of acceptable behaviour within the setting. They learn to play alongside each other and share resources, and highly effective intervention means that children are encouraged to listen and take account of the needs of others in their play. For example, children are reminded that when they let children have a turn they will get a turn too. These skills prepare children extremely well for the next stage in their learning.

Children play in a highly stimulating and attractive, safe environment both indoors and outdoors, with clean, age-appropriate and well-maintained toys and equipment that effectively supports their overall well-being and care. Children's work is attractively

displayed throughout the setting which enhances their self-confidence and self-esteem. The environment promotes children's independence as resources are stored in boxes, or individual hooks inside and outside, which are easily accessible to the children. Children have places to hang coats and put wellington boots which help them to feel at home in the setting and enables them to access things independently. As a result, all children are very independent in the setting as they access resources and attempt to put on wellington boots and coats before going outside. Children enjoy spaces within the environment to be quiet and restful, busy or active. This means that the environment meets the needs of all children extremely well. Children are kept safe because the childminder reminds them patiently of what is expected of them. They have a very good understanding of how to keep themselves safe as they talk about risks with the childminder and design their own fire safety posters. They are encouraged to tidy up and understand the need to put things away before getting other resources out. Consequently, children can move safely around the setting.

The childminder promotes children's good health and self-care through routines and regular fresh air and exercise. For example, they play outside on a daily basis, visit the neighbouring forests and visit the soft play centre or the park to feed the ducks. This helps children to develop an awareness of the importance of physical exercise. Children are encouraged to wash their hands before snack and after playing outside and children know to wipe hands when they feel sticky after playing with bubbles. They visit the dentist and doctor with the childminder and they talk about healthy meals. Parents comment that children are encouraging parents to eat healthy meals at home. Children know that they brush their teeth after meals. This means that, children have an excellent awareness of how they can keep themselves healthy.

The childminder has an extremely flexible settling-in programme. She offers short visits prior to parents taking up a place and then offers further visits with and without parents to encourage children to get used to her and the setting. She obtains a very detailed picture of the child through highly comprehensive and well thought out entry profiles. This means that she knows how children prefer to go to sleep, favourite toys they have and any specific dietary needs. Extra visits and further discussions are arranged as necessary to ensure that all children settle well. For example, when a child cried within the setting, the childminder talked to parents and implemented some baby massage techniques to sooth her. This ensures that she has highly detailed early information about children's individual needs and personalities to ease their transition from home to her care. The childminder also helps children to settle into nursery easily too. She uses pictorial timetables to talk about nursery routines with children prior to starting and arranges for nursery teachers to visit children in her setting too. As a result, children settle quickly into the nursery.

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

The childminder has an extremely secure understanding of her responsibilities in meeting the welfare and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. There is a rich and varied programme of activities which she reviews regularly with children and parents. This enables the children to make very

rapid progress. Meticulous assessments matched to the Early Years Foundation Stage mean that the childminder knows where each child is and, as a result, she is able to highlight gaps in children's learning and plan highly appropriate interventions to provide optimal challenge for each child.

Self-evaluation is excellent because the childminder use detailed self-evaluation which effectively identifies what she does well and what she wants to improve. She uses questionnaires and feedback from parents, school staff and children to evaluate and improve her provision. She has clear areas for development which parents and children actively contribute too. For example, parents and children were fully involved in the planning and redevelopment of the outdoor environment. Recent improvements, such as developing the outdoor environment and reorganising the playroom have had a very positive impact on the provision because it has significantly enhanced children's independence both inside and outside. The childminder is highly motivated to improve her practice. She has a National Vocational Qualification at level 3 in both childminding and childcare and has recently attended training at the school to support reading and phonics more effectively. This training has had a very positive impact on children's achievements in school. She has an outstanding relationship with the local authority and health care professionals and until recently she has been a mentor for new childminders in the area to inspire and support them. This means the childminder has an excellent capacity to improve further.

The childminder has an extremely secure understanding of safeguarding procedures. She has highly comprehensive policies that have been updated, which she shares with parents. She has recently attended a safeguarding course and talks confidently about what she would do if she had a concern about a child in her care. She has an up to date list of people to contact if she needs advice. Her documentation is meticulously organised, easily accessible and underpins her practice extremely well. She has an excellent awareness of her responsibilities when administering medication and treating minor accidents and holds a valid first aid certificate. Children are kept safe inside and outside of the setting because ratios are adhered to at all times, for example, on outings such as the school runs, and extremely detailed risk assessments are carried out daily. All visitors are signed in to the premises.

Partnerships with parents are superb and they comment that the childminder goes 'above and beyond'. They feel that their children are always extremely happy and settled and they have made excellent progress. Verbal feedback as well as electronic messaging and daily diaries and sheets mean that parents know what their children have been doing and how they can support them further. The childminder's relationship with local schools is inspirational. She shares planning and daily diaries with school and works with them extremely effectively to complement provision. School staff comment that the childminder has an excellent understanding of how to link nursery work into the setting to provide continuity for the children. An example of this is when the childminder and school have swapped resources to benefit a child's overall learning and development. She has attended training in school to support reading and phonics in her setting and she ensures she stays with children in nursery until they are settled. Therefore, the childminder supports transitions to school effectively and ensures there is a seamless approach to children's learning and development in the school and setting.

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	312720
Local authority	Redcar & Cleveland
Inspection number	910966
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	23
Name of provider	
Date of previous inspection	19/07/2010
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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