

Inspection date	01/07/2013
Previous inspection date	06/04/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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 tremendously happy and settled in the childminder's care. Excellent links with parents and other providers ensure children are exceptionally well cared for and their individual learning needs are extremely well met.
- The childminder meticulously plans for children's individual progress across all areas of the provision and her assessments are rigorous. Therefore, her understanding of children's individual learning needs is excellent. This means children make very rapid progress in their learning given their starting points.
- The childminder provides a highly stimulating environment with good quality child accessible resources that successfully promotes and challenges children's learning both inside and outdoors.
- Highly successful self-evaluation and reflective practice means the childminder has high aspirations for herself and children. Therefore, any improvements enhance the already effective, consistent and well established practice.

- There is scope to enhance even further children's very good understanding of the natural world, for example, by providing opportunities for them to grow a range of fruit and vegetable plants.

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 arrived at the setting, had a tour of the premises and observed children playing in the playroom and outdoors.
- The inspector spoke with the childminder at appropriate times throughout the inspection and completed a joint observation.
- The inspector looked at children's learning records, planning documents, self-evaluation, children's records and a selection of policies and procedures.
- The inspector took account of the views of parents through information provided on parental questionnaires and letters.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Hartlepool. The whole of the ground floor is used for childminding. There is a rear garden for outdoor play. The childminder attends a childminder group and the local children's centre. She visits the local park on a regular basis and she collects children from the local schools.

There are currently five children on roll in the early years age group, who attend for a variety of sessions. She provides care all year round from 8am to 6pm, Monday to Friday, except for family holidays and the period in between Christmas and New Year.

What the setting needs to do to improve further

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

- provide even more opportunities for children to grow a range of fruit and vegetable plants to further develop their understanding of the natural world.

Inspection judgements

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

Children make rapid progress in their learning, given their starting points because the childminder has an excellent understanding of the learning and development requirements. In the playroom and outdoors she consistently provides a rich and stimulating range of activities and resources across all areas of learning. Children move freely between the inside and outdoor environment and through effective organisation of resources in both areas, children access them safely and independently. Therefore, they are highly motivated and enthusiastic learners because they initiate their own play and engage in activities they enjoy. For example, children thoroughly enjoy exploring the properties of water. They use brushes and spray bottles to make marks with the water and children count to see how long it is before 'the sun makes it disappear'. This provides opportunities for children to investigate the natural world, while promoting their early literacy and mathematical skills. However, there is scope to further enhance children's understanding of the natural world, such as providing opportunities for children to plant and care for a range of fruit and vegetables.

The childminder's robust and accurate observations enable her to effectively monitor children's progress across all areas of learning. She has an excellent understanding of their likes, abilities and learning needs. Therefore, she plans a wealth of activities that support children in making rapid progress in their learning given their starting points. This means

children are well prepared for school because they acquire the skills needed to support them as they embark on this next phase of their learning. For example, she encourages children to be independent by putting on their own clothes after getting wet in the garden.

The childminder's planning is meticulous and through her wide range of observations and information, sought from parents and other providers, she accurately identifies children's specific learning needs. She plans focused activities to support this across all areas of learning. The childminder considers her continuous provision indoors and outdoors, such as water, sand, construction, role play and books. She looks at ways to enhance this provision to support individual children's progression. This means whichever activity children play with, the childminder knows what she can do to enhance and promote optimal challenge in children's learning in this area. For example, children enjoy sharing stories with her, they are eager to sit on her knee and cuddle into her as they listen to and join in with the story. She skilfully uses the story to develop children's listening skills and clearly emphasises how important it is to listen to others and wait for their turn to speak. She also models being a listener and provides specific praise for children's efforts. The childminder further promotes children's listening skills as she uses information from recent training as guidance, such as 'letters and sounds', to support and strengthen children's communication and language skills.

The relationships with parents and other providers are excellent. The childminder works extremely well with them, so that she successfully meets children's individual needs. Through discussions, diaries and 'all about me' booklets, she gathers comprehensive and detailed information about children's starting points, routines and likes. On a regular basis parents take home their child's learning journal. They share their observations of children's progress at home, across all areas of learning. This means the childminder has a first rate understanding of what parents feel their children can do. She also supports children's learning by, for example, attending their school to support them with their reading skills. This promotes effective links with other providers and means planning for children's progress, readiness for school and individual needs is highly effective because of this exemplary working partnership. The 'progress check at age two' has been effectively completed for all relevant children. Parents and external agencies are fully involved in the process and any concerns have been shared and acted on.

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

The children are extremely happy and they feel very safe and secure in the childminder's care. This is because they have formed strong bonds and excellent relationships with her. The childminder knows children extremely well because she gathers comprehensive information about their needs from parents when they first start at the setting. In addition, highly effective settling-in visits mean that children settle very quickly into her setting. Furthermore, through meticulous planning and being very sensitive to children's emotional well-being, the childminder effectively supports children's transitions. For example, she ensures children regularly visit their new setting before they start, getting to know their new key person. This ensures secure attachments are formed prior to attending, promoting children's well-being and confidence. Behaviour is managed particularly well, and children demonstrate extremely good manners as they are

encouraged and independently say, 'please' and 'thank you'. Rules and boundaries are consistent and children respond exceptionally well, demonstrating how they are learning behavioural expectations. Children are treated with respect, and their contributions are valued as the childminder holds conversations with them, asks their opinion and displays their work.

Children benefit from lots of fresh air and exercise, as they have opportunities to go outdoors on a daily basis. Visits to the local parks, beaches, gardens and places of interest, ensure children receive a wide range of experiences. These broaden their knowledge and understanding of the world they live in, while developing their physical skills extremely well. Children are kept exceptionally safe and secure. They have the freedom of movement between the garden and rooms in the childminder's home because she completes comprehensive risk assessments and daily checks. This results in all the rooms being safe from any potential risks or hazards to children. Children learn how to keep themselves safe, especially when they are on the beach. They know that they must stay close to the childminder and not to go near the sea unsupervised. Children take part in regular fire drills and they practise them often, which gives them a very good awareness of what to do in an emergency.

The childminder promotes children's understanding of health and the importance of leading a healthy lifestyle extremely well. She provides a healthy and nutritious diet, which incorporates five portions of fruit and vegetables each day. She has also been awarded a '5 star' rating for food hygiene and has also received the local authorities 'golden apple' award for promoting healthy eating. This further demonstrates her commitment to providing an outstanding service for the children in her care.

Children are developing confidence and independence as they can choose resources for themselves from an extremely wide range of toys and equipment made available to them. They know where things are stored and confidently self-select resources from the low-level storage units and boxes. This results in them taking an active part in their learning because they are effectively highly engaged and interested.

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

The childminder has an excellent understanding of her responsibilities in meeting the safeguarding and welfare requirements. Her high regard to safety means that children play in a safe and clean learning environment. For example, the childminder carries out a thorough and detailed risk assessment of all areas and the garden, this means she puts in place effective precautions to minimise accidents. The childminder maintains a comprehensive range of written policies and procedures so that she effectively meets all welfare requirements. For example, her registers of attendance are accurate, her written documentation contains detailed consents from parents, including administering medication and outings. She also has a secure understanding of the significant events that she must inform Ofsted of.

The childminder has an excellent understanding of child protection issues. She accesses training on a regular basis so that she has a secure and robust awareness of potential signs of abuse and neglect. The childminder has comprehensive information from her local authority regarding who she must contact if she has any concerns about the children in her care. In addition, her own written safeguarding policy clearly outlines the utmost priority she places on reporting concerns, so that children in her care are protected from harm.

The childminder has an excellent understanding of the learning and development requirements. She has implemented effective systems to observe and assess children's learning and development. Observations are linked to the seven areas of learning and next steps are clearly highlighted and used to plan an extremely varied and challenging learning experience for all children.

The childminder has excellent relationships with parents. They actively and consistently contribute to their child's learning journal and daily diaries and share aspects of their child's learning they want the childminder to support. For example, toileting and writing their name. This highly effective communication contributes to meeting children's individual needs and effectively promotes continuity when planning for children's learning. Comments from parents are extremely positive about the care children receive. They state they are extremely pleased with the care provided and that the childminder is excellent and very passionate. Children's needs are exceptionally well met through excellent partnership working with other settings involved in their care, such as the local school and nursery. The headmaster from the local school commented that the childminder was an asset to the school and is highly thought of by parents, children and teachers. As a result of excellent working partnerships, children receive complete continuity of care and education and are thoroughly prepared for their next stage in their learning, such as starting school. The childminder fully understands the importance of working in partnership with external agencies, such as health professionals, so that appropriate measures are taken to meet any identified needs children may have. In addition, through her precise assessment, consistent observations and excellent working partnership, she supports all children's progression.

The childminder's enthusiasm and dedication to her work with children is inspirational and this is reflected through her strong commitment to promoting a well-established programme of professional development. For example, she attends an extensive range of training, this has significantly enhanced her understanding of how young children learn and her role in supporting this. Therefore, she uses this knowledge and expertise to enhance all aspects of her service and the outcomes for children's learning. Through regular parental questionnaires and discussions with children, the childminder effectively involves others in her self-evaluation. As a result of these discussions, the childminder purchases resources to reflect children's likes, interests and wishes.

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	EY382097
Local authority	Hartlepool
Inspection number	914007
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	06/04/2009
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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