

Inspection date	30/07/2013
Previous inspection date	25/01/2010

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 thrive and blossom in this outstanding stimulating and very caring provision. They settle extremely well and build exceptionally strong attachments with the childminder and her assistant, ensuring that their emotional needs are nurtured.
- The childminder is inspiring in the way she promotes children's active and highly effective learning. She precisely plans for children's ongoing development and next steps, taking full account of children's ideas and interests.
- Children play within an excellent enabling environment because the childminder provides innovative experiences for children to challenge them and support their learning.
- The childminder's excellent assessments of children's progress are extremely precise and are used effectively to create individual educational programmes for each child.
- Parents are very actively involved in their children's learning and development as they contribute to the progress records and share their children's learning at home in a range of ways, valuing parents as their children's first educators.

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 and her assistant and spoke to the children and grandparent.
- The inspector observed children in their play, participating in focused activities, and mealtimes.
- The inspector held a joint observation with the childminder.
- The inspector looked at children's learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, and her assistant, documentation and policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged ten, eight and one year in Newhall, in Derbyshire. The whole of the ground floor is used for childminding and there is a garden available for outdoor play.

The childminder operates Monday to Friday operating flexible times to suit families, all year round, apart from bank and family holidays. She works full time with an assistant. There are currently 14 children on roll, of whom seven are in the early years age range. Children attend on a full and part-time basis. The childminder takes and collects children from local schools and walks children to local shops, parks and play centres. She has a BA Honours Degree in Early Childhood Studies. The childminder receives support from the local authority and is a member of 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:

- enhance the excellent professional development in place by targeting training that focuses specifically on the needs of children who attend.

Inspection judgements

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

Children make excellent progress in their learning and development. The childminder expertly ensures they are confident, resourceful and creative learners. She takes into account children's starting points, capabilities and individual circumstances when compiling her educational programme. The childminder has an excellent understanding of the Statutory Framework for the Early Years Foundation Stage. She uses her extensive knowledge to effectively plan activities that successfully promote individual children's learning and challenges. This ensures that children thoroughly enjoy interesting activities and a wide range of experiences, which enthuse and motivate them. For example, they participate in rock climbing, making African music and woodland walks. As a result, children are eager to join in and are active, purposeful learners. Consequently, children are very well-prepared for the next stage in their learning, including being ready for school. The childminder tracks children's progress, learning styles, similarities and learning patterns. She uses this information exceptionally well to identify any gaps in children's learning and to successfully complete the progress check at age two. This enables her to identify when early intervention is needed so that children receive the appropriate support

to meet their learning needs.

Precise assessments of children's progress are extremely well-documented and consistently shared with their parents. Each child has a well-organised individual learning journal, which includes photographs, children's work and observations of them fully engaged in their play. This enables parents to become fully involved in children's learning. Parents are very much encouraged to discuss their children's achievements and interests at home to enable the childminder to promote these in her planning and organisation of activities and toys. In addition, the childminder provides detailed information about activities children take part in and also makes suggestions about how parents can support their children at home. For example, parents are encouraged to get children to recognise colours, shapes and numbers in the environment when travelling in the car. The childminder also shares resources and ideas with parents, which significantly contributes to their learning.

High priority is given to ensuring children are confident and articulate speakers. The childminder and her assistant consistently engage children in lively and meaningful conversations. There is a real buzz of conversation during activities and routines. Children confidently talk about what they are doing, describe what they see and eagerly learn new words. Children are expressive and confident speakers who also understand the importance of listening to each other. The childminder encourages children's recall, descriptions and use of language for thinking in response to her open-ended questions. She supports and extends their vocabulary, which delights and enthuses children. For example, as children discuss their new schools, the childminder talks about children wearing glasses. She uses small world figures to refer to the differences in children and helps children to understand why children wear glasses and what they are used for. Children listen attentively to each other's ideas. One child, states that their 'Granny' uses glasses for reading the newspaper and another explains that their mother uses her glasses to read the 'Sat Nav' when she is driving.

The childminder interacts very well with children. She expertly consolidates and extends their understanding and skills through her explanations, questions and direct teaching. One example of this is when children participate in a baking activity. The childminder uses this activity very effectively to deliver all seven areas of learning. For example, children listen and concentrate as the childminder explains what they will be doing. They use their handling skills well to mix the cake mixture and spoon it into the paper cases. They realise that words carry meaning as the childminder reads the recipe. Learn early mathematical skills as they count the paper cases and recognise numbers on the cooker. Children begin to understand about how things change as they mix the dry ingredients and watch them turn wet and sticky. They thoroughly enjoy expressing their creativity as they decorate their cakes with icing and sprinkles. Furthermore, they share, take turns and work harmoniously together. Through activities like these the childminder ably encourages children to try things for themselves and builds on their skills. As a result, children show high levels confidence, independence, concentration and perseverance.

The quality of teaching is outstanding. The childminder gives excellent priority to personal, social and emotional development, with children under three years of age. Younger children are growing in confidence and self-esteem at a great speed. The childminder

consistently offers praise and encouragement to children for 'having a go', such as completing jigsaws and building tracks. She treats older children as mature individuals, giving them responsibilities and hugely valuing their contributions. For example, they support the younger children in games and hold their hands on the school run. They respond to these roles with great enthusiasm and take great pleasure from being the 'childminder's helpers'.

Children competently recognise and use numbers, colours, shapes and sizes while they play. During snack time they promptly and accurately identify the numbers of cups and plates they need and how many more pieces of fruit they need. They accurately describe different colours, including different shades. In their play and activities, children are curious and observant. They examine and discuss the features, such as leaves and conkers that they collect on their nature walks. Children use magnifying glasses to more closely look at leaves and other materials they have collected. They are imaginative and creative, for instance, acting out dramas, dressing-up as characters, such as 'princesses and fire fighters' and making up their own stories during their spontaneous play.

Children also become very adept at using letters and sounds and making marks. They recognise letters in different situations, and are keen to practise making marks, including recognisable letters. Children are beginning to learn how to write their names and write for purpose in their play, such as shopping lists and invitations to their 'summer party', which parents also help them with at home. Children use computers well navigating the 'mouse' to effectively play sound and number games. Younger children enhance their information communication and technology skills, as they confidently use cause and effect toys. Here, they are fascinated as lights flash on and off as they play.

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

Children thrive and are nurtured in rewarding and stimulating surroundings. The childminder knows children extremely well because she gathers comprehensive information from parents about their needs when they first start at the setting. She follows up their interests and ideas, and ensures these are a prominent feature of her planning and organisation of activities and resources. The childminder and her assistant are calm, kind and approachable, and form very positive bonds with children. She provides emotional security for children by always being there to comfort with kind words and cuddles. Children demonstrate they are comfortable with visitors and enjoy interaction with new people. They thoroughly enjoy being with the childminder. Children feel valued and develop a strong sense of belonging.

The childminder quietly encourages and guides children so they become socially and emotionally adept at managing different situations and supporting each other. She skilfully builds on children's self-assurance, positive behaviour and attitudes. The childminder praises and encourages their efforts and helps them to consider their actions and behaviour on themselves and others. She has a positive attitude to her behaviour management. As result, children are very well-behaved and have positive relationships with each other and adults. The childminder very effectively supports children in preparation for their move to their next stage in learning, which is usually going to pre-

school or school. She has made excellent links with local establishments that children attend. The childminder completes a detailed summary of children's achievements that she passes onto other cares, to ensure children's continuity of learning and care is effectively met. She involves children in local community activities so they socialise and learn with other children. The childminder helps them to develop positive relationships with each other and adults, and to behave well in different situations. The childminder also very successfully encourages children to value and appreciate each other's backgrounds. She plans and organises many fun and rewarding opportunities for them to learn more about and to celebrate different aspects of their own and other people's lives and cultures.

The childminder's excellent procedures and well-resourced, welcoming environment provides many opportunities for children to learn about safety and how to manage risks and challenges relative to their ages. She allows children to explore their environment independently while maintaining a high emphasis on safety. The childminder consistently supports and develops children's independence skills so they confidently put on coats and shoes and manage fastenings by themselves. Young children fully understand the importance of good hygiene and capably manage hand washing routines. The childminder ensures children understand why it is important to make healthy choices about what they drink and eat during mealtimes. Children are physically active and enjoy regular exercise, children relish being outside, including going for walks. They are also successfully encouraged to behave safely and sensibly. The childminder regularly talks to children about managing different risks. She consistently encourages their safe and correct use of tools, utensils and equipment. The childminder also emphasises not running away from adults when on walks in the community effectively.

Children enjoy healthy and nutritious snacks and meals prepared by the childminder. They sit together as a social group, tucking in to a range of meals that take account of children's dietary and personal preferences. The childminder works with parents to encourage children to extend their diets as they try new foods and textures. She has experience of 'reluctant eaters' and so works sensitively to promote children's enjoyment of their meals, making mealtimes very sociable experiences.

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

The childminder is very effective in the management of her service and demonstrates a professional attitude in all that she does. She has a thorough understanding of child protection issues and can explain her well thought out procedures, which help to safeguard children. For example, she only releases children to people she has met before, or their parents. She is scrupulous in maintaining her regulatory paperwork, such as her attendance record and behaviour management policy and procedure. This clearly demonstrates that she does not go over her correct number of children she can mind. The childminder has recently employed a full-time assistant and maintains the correct ratio of adults to children at all times including 'school runs' to ensure excellent supervision of children. Parents receive their own copies of all policies and procedures, which the childminder explains to them fully. She and her assistant hold current paediatric first aid certificate. As a result, children are kept safe in an emergency. Comprehensive risk

assessment is in place, which includes the home, garden and outings. These detail the precautions taken and any action required to keep children extremely safe at times.

Children benefit from her commitment to her own professional development because she continually updates and improves the activities and care for children. The childminder uses reflective practice when reviewing all aspects of her service. She pays particular regard to providing positive relationships and an enabling environment. The childminder has a challenging improvement programme and has begun to make changes to benefit children. For example, she has revised the way she uses the outside environment, to incorporate more activities and provides clothes and footwear, so that children can play outdoors all year round. The childminder has included the views of parents, her assistant and children in her reviews. She has also continued to build on her own knowledge and skills through her personal research and links with other early years providers and childminders. The childminder does, however, recognise there is scope to enhance her excellent personal development by accessing training, which focuses specifically on the needs of children who attend. The childminder and her assistant, discuss regularly any issues that arise, so that they can provide a high quality service for children. The childminder's very robust monitoring of children's learning and development means she quickly identifies any developmental delay. This and her knowledge of local external agencies' roles mean she can help parents to promptly access appropriate sources of support and guidance if needed. As a result, the children are progressing very well within expected development bands and the early learning goals given their starting points.

Partnerships with parents are extremely strong and respectful. Parents are fully informed to ensure that a shared approach to children's learning is implemented. They comment in testimonials and questionnaires that they are 'confident that the provision of care is exceptional and is provided in a secure, structured and patient environment, where children can play, explore and learn.' Parents also state that they have 'absolutely nothing, but glowing reports about the love and care the children receive.' The childminder has excellent procedures for effective partnership working with other care professionals. These help her to provide outstanding support for children in all aspects of their lives.

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	EY266741
Local authority	Derbyshire
Inspection number	915615
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
Number of children on roll	14
Name of provider	
Date of previous inspection	25/01/2010
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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