

Inspection date	13/08/2013
Previous inspection date	22/04/2009

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

- The rich, varied and exceptional range of resources and activities on offer to children of all ages provides them with excellent learning opportunities both inside and outside. This results in children being highly motivated and active learners.
- The childminder has an excellent knowledge of how children learn. Her extremely detailed method of planning and assessment results in children making excellent progress in all areas of their learning and development.
- The childminder is extremely nurturing and caring. She provides children with constant praise and encouragement, which boosts their self-confidence and independence.
- The extremely thorough self-evaluation and continuous reflective practice demonstrates an excellent commitment to providing the very best service for all of the children who attend the 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 compulsory part 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, the assistant and children at appropriate times throughout the inspection and undertook a joint observation of an activity.
- The inspector observed activities in the playroom and the outdoor play area.
- The inspector looked at children's progress records, planning documentation, risk assessments and policies and procedures.
- The inspector looked at the childminder's self-evaluation documents and evidence of continuous professional development.
- The inspector took account of parents' views by speaking to a parent during the inspection.

Inspector

Sandra Williams

Full Report

Information about the setting

The childminder was registered in 2009. She is registered on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged 10 and seven years in a ground floor flat in Grange-over-Sands, Cumbria. She employs five assistants, who work with her on a part-time basis. The whole of the childminder's property is used for childminding, including the designated playroom, sleep room and bathroom on the lower ground floor. The enclosed garden is used for outdoor play. The family has two pet cats. The childminder visits the nearby library, shops and parks on a regular basis and she collects children from the local schools.

There are currently 11 children on roll in the early years age group, who attend for a variety of sessions. The childminder operates all year round from 8am to 5.45pm, Monday to Thursday. She is a member of the Professional Association for Childcare and Early Years and holds an early years qualification at level 3.

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 this outstanding learning environment by labelling toy boxes with words as well as pictures, to fully advance children's already excellent early literacy skills.

Inspection judgements

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

The childminder provides a superb range of high-quality resources and learning activities, which children thoroughly enjoy. Children make independent choices from the vast range of toys, which are extremely well organised and which effectively meet the learning needs and interests of all children who attend. The childminder's enthusiasm and dynamic approach provides children with the best possible learning experiences. She is highly skilled in her interaction with children, which motivates them to experiment and explore their surroundings in a confident and animated manner. She listens carefully to children's requests and wishes and successfully facilitates activities that are based around their individual interests. For example, children express an interest in mini beasts and ask to learn more about ladybirds. The childminder responds by showing extreme interest and enthusiasm in children's ideas and she enhances their interests by providing relevant resources. For example, she provides nature books, magnifying glasses and insect kits to promote their learning and curiosity about living things. She also extends their learning in

a natural way by asking them how many spots a ladybird has and what colour they are. Children are also fascinated in observing the life cycle of a caterpillar and are delighted when it emerges into a butterfly. All of these activities successfully support their understanding of the world, as well as developing their early numeracy skills.

The childminder is highly skilled in supporting children to settle quickly by gathering information about their interests and individual learning needs from the parents when they first start attending. From this information, she assesses and identifies children's starting points and ongoing developmental stages extremely well. She undertakes regular observations of children and uses this detailed information to plan for their individual next steps in all areas of their learning. The childminder encourages parents to share information about their children when they first attend and thereafter on an ongoing basis. The parents' noticeboard provides parents with a wealth of useful information about how children learn and develop. They have access to the 'Parent's Guide to the Early Years Foundation Stage' and the childminder displays ideas and suggestions of how they can support their children's learning at home. This joint approach supports children to make very rapid and exceptionally good progress in their learning towards the early learning goals.

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 sitting in the cosy tent to look at books and chat to their friends. They have many opportunities to make marks with a variety of materials, such as chalks, pens, pencils and paints. They spontaneously decide to create a banner to attach to the large play house in the garden, which is currently a 'cafe'. The childminder provides a very large piece of paper, so that children can work together to create the banner. This activity fully supports their creative development as well as their early writing skills and ability to work alongside others in a cooperative way. The environment is rich in print, such as names and words displayed on the walls. However, there is scope to enhance this even further by adding labels and pictures to the toy boxes, to further advance children's already excellent early literacy skills.

Children have numerous exciting opportunities to be creative as they enjoy dressing up as princesses in pretty dresses. They also become engrossed as they play with their toy kitchen in the garden. Children make 'scrambled eggs' as they use the wooden spoons and pans to mix sand with water to make mud and experiment with different textures and substances. They also enjoy expressing themselves by playing musical instruments, such as drums, recorders and shakers made out of plastic bottles and experiment with rhythm and beats. Due to the excellent range of activities and learning opportunities available to children, they are prepared extremely well in readiness for school.

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

The childminder knows all children exceptionally well because she works very closely with parents to help children to settle. She provides excellent care and attention to their individual needs and emotional well-being. Children are extremely settled and

exceptionally happy in the childminder's care and they form strong bonds and secure attachments to her. Children are at ease with the childminder and confidently seek her assistance if they need it. They spontaneously give her hugs and openly express their affection towards her, which is reciprocated by the childminder. Consequently, they are extremely confident and independent children. They learn to form positive relationships with each other and understand the importance of sharing and taking turns. The older children behave very sensibly and help to care for the younger children and keep them safe. For example, they do not leave small objects or toys on the floor in case babies or young children put them in their mouths. Children also demonstrate excellent manners and say 'please' and 'thank you' spontaneously without being reminded by the childminder. Children thrive because of the positive praise the childminder offers to support their confidence and well-being. Therefore, children feel valued and respected. The childminder displays children's work on the walls, so that 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 develop their coordination and balance as they climb the steps leading to the play house and slide.

Children's independent self-care skills are developing extremely well as the childminder encourages children of all ages to do as much as they can for themselves, given their ages and abilities. They have an excellent understanding of healthy lifestyles and hygiene practices. For example, they wash and dry their hands and wipe their faces using their own towels and face cloths before and after eating their meals. They also enjoy undertaking tasks, such as helping the childminder prepare snacks and serving their food and pouring their drinks at lunchtime. Children are supported to make healthy choices about what they eat and they help themselves to regular drinks from their individual water bottles. They are kept physically healthy as they experience excellent opportunities to access fresh air and exercise in the wonderful garden and surrounding countryside. All of these activities help children to be exceptionally well-prepared for the next stages in their learning and further moves to other settings and then on to school.

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

The childminder is extremely enthusiastic, highly motivated and fully committed to providing an excellent childcare service. She employs assistants to work alongside her, who are equally as enthusiastic and committed. The childminder continues to develop and improve her professional development by attending relevant training courses each year. She works closely with local authority advisors and is always willing to take advice and continue to develop her service. Her self-evaluation takes into account the views received from parents, children and her assistants and she is always prepared to listen and take on board their suggestions and ideas.

The childminder establishes excellent relationships with parents and other professionals, to ensure all children's individual needs are exceptionally well met. She regularly shares information about children and keeps parents totally informed about their child's development and learning. The childminder uses a fully protected computerised record keeping system, which is password protected and can only be accessed by the childminder

and parents. For busy parents, this is a very effective way of them keeping abreast of their children's progress. Useful information is also shared on a parents' noticeboard in the playroom. Parents' comments about the childminder are extremely positive and state how well their children have developed and grown in confidence since attending. The robust partnerships established with other settings children attend, such as schools and nurseries mean that children are supported exceptionally well when it is time for them to move on to school. One of the assistants also works at the school, so this significantly helps children in their move.

The childminder has an outstanding knowledge of how to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All the requirements are maintained to the highest level to ensure children are safe and protected while in the childminder's care. Children's safety is of the utmost priority to the childminder, who fully demonstrates an excellent understanding of her role and responsibility to protect children in her care. Extremely comprehensive risk assessments are undertaken in the home, garden and on outings. These are used effectively, in order to keep children safe and secure at all times. This is further supported by a detailed set of policies and procedures, which are carefully implemented. The childminder has an excellent understanding of the learning and development requirements of the Statutory framework for the Early Years foundation Stage. She regularly reviews and monitors the planning to ensure the educational programme provides exemplary learning opportunities for all children. By doing so, children are extremely enthusiastic, motivated and show extremely positive attitudes towards their learning through play.

The Childcare Register

The requirements for the compulsory 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	EY388459
Local authority	Cumbria
Inspection number	859106
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	10
Number of children on roll	11
Name of provider	
Date of previous inspection	22/04/2009
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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