

Inspection date	25/09/2013
Previous inspection date	19/02/2009

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 thrive in the highly stimulating and homely environment, both inside and outdoors, which meets their individual needs exceptionally well.
- The childminder is passionate and committed to consistently driving improvement through well-targeted improvement plans.
- Planning and assessment arrangements for the educational programme are rigorous. Consequently, children make excellent progress in their learning and development.
- Extremely positive relationships with parents results in the effective sharing of information.
- The childminder is an excellent role model for her assistants, who gain expertise to support their on-going professional development.

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 children playing, indoors and outside, and the childminder's interactions with them.
- The inspector spoke to children, parents, the childminder and her assistant at convenient times during the inspection.
- The inspector sampled a range of documents including learning diaries and quality improvement plan.

Inspector

Rachael Williams

Full Report

Information about the setting

The childminder registered in 2007. She lives with her husband and her four children in the hamlet of Dolberrow, near Churchill, North Somerset. All areas of the property are used for childminding. There is a fully enclosed garden on two levels for outside play. The childminder works alongside another childminder and an assistant.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She provides support for children learning English as an additional language. There are currently 18 children on roll in the early years age range. The childminder receives funding for the provision of free early years education for three and four-year-olds. She has qualified teacher status.

What the setting needs to do to improve further

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

- enhance children's further understanding of healthy eating, for example, by providing more opportunities to grow their own vegetables.

Inspection judgements

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

Children benefit greatly from a well-organised and exciting learning environment. The childminder and her assistants work cohesively to plan an excellent range of stimulating activities across all area to excite children's learning. Therefore, they make exceptional progress from their starting points.

There are very good opportunities for children to play and learn together. Short group times help children to develop the skills required as they move on to school, for example, listening and concentration skills. Children are aware of routines, helping themselves to a cushion to sit in a circle to sing the 'hello song'. The childminder enables children to learn each others names and gain a positive sense of belonging within a supportive and homely environment. Children participate enthusiastically in well known songs, such as 'five little ducks', learning the number names and developing early calculation skills. Children go away from the group time humming to themselves as they play.

Children use the flexible resources exceptionally well as they develop their creative and physical skills independently. Children move planks and tree stumps carefully to construct. They balance carefully on the planks and stumps learning to take turns and help each

other. The childminder is excellent at supervising the children as they develop the activity but also allows them to take safe risks within the supportive environment. She takes time to support children to develop very good problem solving skills, observing their attempts and allowing them to have a go independently before stepping in to support them. Children listen very well and follow instructions as the childminder explains how to manoeuvre the pushchair over the step without doing it for them.

The childminder is highly effective in promoting excellent communication and language skills. She consistently talks to the children explaining everything that she is doing and commenting on what they are doing so that they develop a vast vocabulary. For example, while changing nappies the childminder constantly reassures children and talks about what she is doing. She explains to the children that their nappies are wet because they have had lots to drink. She takes time to listen to children's views encouraging them to use their words rather than actions to explain what they want, such as a story. Children are beginning to ask questions. For example, children use a variety of containers to collect water from the water butt to water the plants. Children comment 'where plants?'. The childminder explains to the children that the plants can only be seen in the summer but they still need water to grow. Children nod in agreement showing their fascination in nature.

Planning and assessment systems are rigorous. Parents are involved from the start. For example, they complete an 'all about me' form so that the childminder is aware of children's starting points. The childminder ensures she monitors the broad and balanced range of experiences exceptionally well to ensure coverage and challenge across the areas of learning. The childminder makes detailed observations of children's engagement in activities and uses these effectively to identify next steps in learning to use in future planning. Parents are actively involved in children's learning. The childminder takes time to listen to the achievements children have made at home and incorporate these into their planning.

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

Children thrive in highly stimulating learning environments, both inside and outdoors. Parents' comment positively about the 'wonderful home from home' environment. There is little time for children to be bored or disinterested as the childminder and her assistant consistently engage with the children. Children make decisions about their play as they select from an abundant range of high quality toys and resources, which reflect their interests, and their local community and diversity. Labelling around the room encourages children to embrace the different languages spoken at the setting.

The key person system works effectively and all adults have exceptionally good knowledge of their key children. This is evident in personalised displays, which acknowledge children as unique individuals. Parents positively comment on how the childminder treats their children as unique individuals and how activities thoroughly support their interests.

The childminder protects children exceptionally well as they sleep. She is vigilant about

safety and ensures that sleeping areas promote children's well-being according to their individual needs. The childminder has good knowledge of children's routines, through her frequent discussions with parents, and recognises signs of tiredness to meet children's individual needs. She completes visual checks on all children frequently and uses a baby intercom to monitor their sleep.

Children are very thoughtful and kind to each other. For example, older children thoroughly support the younger ones, such as helping them to find their name labels to display and to find their shoes when they go out for a walk. Children's behaviour is exemplary. The childminder ensures children are clear on expectations and boundaries and reinforces these exceptionally well. For example, she gives children clear explanations as to why it is not safe to throw balls while young babies are lying on the floor. As a result, children become aware of possible dangers.

Children develop excellent independent skills for their future learning. Older children confidently use the toilet independently showing an awareness of their own needs. Children are encouraged to pour their own drinks at mealtimes and to make healthy choices. The childminder and her assistant consistently offer children simple choices, such as whether they want the lid on their cup or off. Children become familiar with excellent practices to keep them safe and healthy. For example, older children are fully aware of the need to wash their hands before they eat and younger ones know that adults will help them wash their hands with personal flannels. Children benefit greatly from healthy snacks and meals, prepared in a scrupulously clean kitchen, which meet their special dietary requirements consistently. There are frequent opportunities for children to be outside and active in an extensively equipped outdoor area and on numerous visits in the local environment. Although children learn about healthy eating, the childminder has not explored all possible opportunities to extend this further, such as providing a vegetable plot to enable children to learn about where food comes from.

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

The childminder and her assistants have excellent understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The highly knowledgeable childminder uses comprehensive policies and procedures to underpin her and her assistants' outstanding practice. The childminder provides a safe and secure environment, which is thoroughly risk assessed. The childminder and her assistants have excellent knowledge of safeguarding practice, including their responsibility to report any concerns about a child to key agencies.

The highly motivated and passionate childminder has extensive systems in place to enable her assistants to achieve high standards consistently. The childminder provides valuable support to improve practice so that her assistants are exceptionally well coached and trained. There are excellent systems in place to support staff in their professional development through well-considered training that meets the needs of the children.

The childminder develops strong and positive relationships with parents. They receive a wealth of information about the setting and their achievements. Parents' praise the childminder highly for the exceptional support she gives children learning English as an additional language, such as sharing books in children's home language and learning key words to create dictionaries. The childminder has developed excellent links with other early years settings that the children may attend, consistently sharing information, to maintain continuity in children's care, learning and development.

The childminder and her assistants have excellent knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Thorough planning and assessment arrangements, which include the views of all adults involved with the child, ensure children make outstanding progress. This includes those children who are learning English as an additional language.

There are extensive systems in place to evaluate and monitor the provision. The childminder is totally committed to consistently improving the outcomes for children. She is supported exceptionally well by her assistants to drive continual improvement as all adults are highly reflective. The childminder has made excellent progress since the last inspection as extensive progress has been made in monitoring the quality of the provision and risk assessing outings and activities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY364237
Local authority	North Somerset
Inspection number	828908
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	18
Name of provider	
Date of previous inspection	19/02/2009
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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