

Inspection date

Previous inspection date

27/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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 have made a special bond with the childminder, and are extremely happy and settled in her care.
- Children make excellent progress in all areas of learning because they take part in an extensive range of activities, which are highly effective in meeting individual needs.
- Children are highly confident communicators. They use language exceptionally well to express their thoughts and ideas.
- Children's behaviour is exemplary due to the high expectations and excellent role model set by the childminder.
- The childminder forms exceptionally strong partnerships with parents and other professionals. This ensures children receive consistent high quality support in their care and learning.

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 activities in the playroom and the garden.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector sampled documentation, including the childminder's self-evaluation document and children's records.
- The inspector took account of written feedback from parents and spoke to a parent on the day.

Inspector

Michelle Tuck

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband and a teenage daughter in Trudoxhill in Somerset. Childminding takes place on the ground floor, which includes a dedicated playroom, lounge and kitchen. There are bathroom facilities available on the ground floor and a garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently six children on roll, all of which are in the early year's age range. All attend on a part-time basis. The childminder provides overnight care. The childminder has a first-class honours degree in education. The family have two dogs.

What the setting needs to do to improve further

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

- label resources with pictures as well as words so that younger children are fully aware of what is available and to further promote their independent play choices.

Inspection judgements

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

The childminder has an exceedingly secure understanding of how children learn and an extensive knowledge of each child in her care. The childminder uses her knowledge and understanding exceptionally well to plan precise and focused activities, which successfully meet the individual needs of children. Children are provided with an extensive range of activities and experiences that challenge and excite them. The childminder uses a highly effective system to assess, record and plan children's progress and the next steps in their learning. The childminder tracks their progress meticulously, which means that any gaps in learning are quickly identified and action taken to ensure their ongoing and continuous progress. She successfully involves parents in their child's learning through the sharing of key information when the child first attends and then ongoing discussions and sharing of observations and achievements. This results in children making rapid progress in their learning and development. This means they are well prepared and ready for the next stage of their development, and very ready when the time arrives to move onto school.

The childminder is highly skilled at engaging children in conversation. She effortlessly engages with the children in role play scenarios, which encourages them to work things through, solve problems and to explore their feelings. For example, the children tell the childminder what to say when she takes on the role of the child. The childminder follows

their instructions and the children have fun and enjoy the short role play. Children develop an excellent understanding of the world they live in. They plant and tend to fruit and vegetables in the garden. They explore and talk about the different types of vegetables, such as carrots, parsnips and butternut squash. They observe and talk about the changes in the vegetables as they chop and blend them to make soup. Children help the childminder to make bread rolls, weighing and measuring the ingredients and learning about the process. They then enjoy eating the bread rolls and the soup they have made for their lunch. The childminder supports children to explore and deepen their understanding of other cultures. She ensures that the environment reflects the backgrounds of the children that attend. The childminder and children discuss differences and parents are encouraged to become involved, for example, by asking them to provide recipes from places in the world where family members relevant to the children live.

Children are excited by the limitless opportunities they have to use experimental flexible resources and explore the vibrant environment freely inside and out. They use real tools, blocks of wood and plastic pipes, make dens and tents, and explore the environment with interest. The childminder successfully uses children's interests to capture their imaginations and high successfully inspires their desire to learn. When children show an interest in space, the childminder provides opportunities for them to learn about the planets. They construct a spaceship from cardboard boxes, make rocket ships that hang from the ceiling, and learn a song about the moon. The childminder is highly impressive in the way in which she maximises every opportunity to enrich and inspire children's learning. Children use magnifying glasses to explore natural resources, using words, such as 'bigger' and 'smaller' as they investigate. They talk about sizes and shapes as they make hedgehogs from the play dough. As a result, children's mathematical understanding is promoted extremely well through a wealth of interesting activities. Children listen to stories and share books with each other. They sing songs and learn about rhythm and patterns as they tap the number of syllables in their name on the drum as they sing the 'hello' song. This provides excellent support to children's literacy and language skills.

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

Children are exceptionally happy and settled in the care of the childminder. They have formed extremely secure attachments with the childminder, which means they feel very safe and secure. This means that their physical and emotional well-being is effectively promoted. The childminder knows the children incredibly well and meets their needs successfully. As a result, children are highly confident and display high levels of self-esteem. The childminder consistently praises the children, recognising their achievements. Consequently, children feel highly valued and share caring relationships with the childminder and one another. The childminder values and respects each child as an individual. She truly believes that each child deserves the best start in life and is passionate and excited to see children blossom to their full potential. This gives them a strong sense of belonging and as a result, their behaviour is excellent.

Children are extremely independent, given their age and stage of development. The childminder encourages their independence in all aspects of play and routines. For

example, children use the bathroom independently and competently wash their hands, and wipe their own nose. This also supports their effective understanding of a healthy lifestyle. The childminder teaches the children about the importance of being healthy through discussions and the provision of healthy choices at mealtimes. Children's physical development is very well supported because children have varied opportunities to develop their physical skills. Children choose for themselves from the vast array of resources and choose to play inside or outdoors. Resources are abundant and attractively displayed on low-level shelving, and clearly labelled, however, this is currently in words only.

Children have an excellent understanding of how to keep themselves safe. The consistent boundaries and gentle reminders from the childminder help children to learn what is expected of them and why it is important to follow the 'rules'. Children learn how to cross the road safely, as the childminder talks to them about the dangers of traffic, including tractors and horses. Children engage in conversation with the childminder about why they should not put certain things in their mouth because they could choke. They practise the emergency evacuation procedure, so they know what to do in the event of a fire, knowing they must stop on the 'magic line' by the gate to wait for the childminder to let them know it is safe to return to the house. This effectively supports their learning and understanding of safety extremely well.

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

The childminder has an excellent knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a thorough and in-depth knowledge of child protection issues and understands her responsibilities to safeguard children. The childminder has completed safeguarding training, and she is proactive in keeping her knowledge up to date through additional training and reading. The childminder ensures that keeping children safe is given her highest priority. Robust and effective risk assessments means children are able to play freely and safely both inside and outdoors. Meticulous systems to record accidents, incidents and existing injuries enable her to monitor children's welfare and well-being effectively.

The childminder has an exceptional knowledge of the learning and development requirements of the Early Years Foundation Stage. The childminder is a very experienced and qualified early year's educator. She is unreservedly committed to providing the highest quality learning experiences and exceptional care for the children that she looks after. Extensive self-evaluation systems enable the childminder to reflect upon and closely monitor the educational programme she offers and the impact this has on the children's learning. She writes a personal reflection diary to evaluate and consider why she does things in certain ways and whether these are the most effective. She evaluates in detail why activities are presented to the children in particular ways, evidencing her rationale with photographs and examples. Through her self-evaluation, one aspect she has identified is to further extend children's learning outside by providing a 'mud kitchen'. This dynamic approach demonstrates the childminder's strong dedication to maintaining continuous improvement.

Partnerships with parents are incredibly strong and effective, parents' views are sought and they are actively involved in their child's care and learning. This includes the childminder providing information about the Early Years Foundation Stage, and a series of booklets she has designed about how parents' can support their child's learning at home. In addition, a lending library is available for parents to borrow books to read with their child at home. The parents' notice board informs them about what their child has done each day and what they have eaten. Parents express how thrilled and grateful they are to have an 'outstanding childminder' offering 'amazing childcare'. Parents report that their children are well cared for physically and emotionally. They strongly feel that the childminder knows their child and are extremely happy. There are highly successful systems to work in partnership with other early years settings that children also attend. Both of these partnerships successfully support a consistent approach to ensure that children are exceptionally well supported to meet their full potential.

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	EY458751
Local authority	Somerset
Inspection number	907678
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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