

Inspection date

Previous inspection date

02/10/2013

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

- The childminder has superb relationships with parents, which means that children's learning is consistently supported. She places a high value on the contribution parents make to the assessment of their children. This means that children's needs are exceptionally well met.
- Relationships between the childminder and the children are extremely warm, trusting and highly secure. The childminder is superb in building children's confidence and self-esteem, resulting in them being happy, engaged and their emotional well-being promoted.
- The childminder recognises the uniqueness of each child in her care. She has extensive knowledge of how children learn and develop, which enables her to plan challenging and stimulating experiences to progress children's learning based on their individual needs.
- The childminder is very committed to providing a high quality practice for all children. She attends training and has made links with the accredited childminding network to further develop her excellent practice and improve the provision for children.
- Children's communication and language skills are extremely well promoted, resulting in them developing the skills in listening and speaking, necessary for them to become active talkers.

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 lounge and conservatory and kitchen and viewed the resources and equipment available for the children to support the activities provided.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at the records kept and viewed a selection of policies, procedures and children's records.
- The childminder and the inspector took part in a joint observation.

Inspector

Janet Singleton

Full Report

Information about the setting

The childminder was registered in 2013. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her mother, husband and young child, in a house in Lancaster, Lancashire and uses the ground floor of the home and enclosed garden for her childminding.

There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder has previous experience in early years and is qualified to level 3 in childcare. She provides care for children, who receive funding for early education. The childminder provides care all year round from 7.45am to 6pm, Monday to Friday, except for family holidays. She attends a local toddler group and is part of the local Childminder Network. The childminder takes children out regularly to visits the farm and to the park.

What the setting needs to do to improve further

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

- develop how the rich and varied indoor environment can further be reflected within the excellent outdoor play space to enable children to make even better choices about how they want to use their time.

Inspection judgements

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

The childminder uses her considerable experience in early years to plan a challenging and exciting educational programme to engage and motivate young children to learn. By using her excellent knowledge of how young children develop she can effectively plan for their individual needs. The childminder is currently caring for very young children and has a superb understanding of how to vary activities and experiences to keep babies challenged and motivated to learn. Additionally, she ensures she is covering the prime areas of learning at all times to ensure children are making excellent progress. The completion of comprehensive observations and precise assessments on children allows for their learning opportunities to be clearly focused on their individual needs. By effectively tracking and monitoring children's progress, she can identify and plan for their next step in their development, so they make the best possible progress in their learning. This information is used to inform future planning to ensure children's needs and all areas of learning, are very effectively covered.

Children thrive in the welcoming, friendly and stimulating home. The childminder values and supports children, recognising that they learn best through well-planned play and a rich and stimulating environment. A fantastic range of activities are provided in a fun and interesting way to ensure children make excellent progress towards the early learning goals. Children delight in making the best use of the rich and varied experiences, such as, role play, small world, soft toys and books, therefore, ensuring they are eager, busy and consistently engaged. They take an active part in their own learning and are exceptionally well supported by the childminder as they play. She skilfully models language, talking about and paraphrasing what is taking place as she builds children's emerging and developing communication and language skills. Additionally, she skilfully asks them questions and gives interpretations regarding what they are doing, in order to extend their thinking. She is expert at following children's leads, changing activities and keeping a continuous flow of opportunities for them to engage in. This approach helps children to succeed in their play and is highly appropriate considering the young ages of the children present.

Children delight in crawling through the tunnels and playing peek-a-boo as they develop their physical skill and engage with the childminder and other children on their level. They delight in naming animals and making the animal noise as they are helped to focus on the sounds of language and interact on a one-to-one basis. The childminder consistently praises children to encourage and promote their rapidly developing self-esteem and confidence. She ensures children are supported with a fun and practical approach to their learning. The childminder is fully aware of the need to complete the progress check for children at age two and to provide parents with a written summary of their progress against the prime areas of learning. Consequently, any developmental gaps can be identified and attended to, with early intervention being sought if needed.

The childminder is very caring and skilled at introducing children to the concepts of colours, numbers and shapes as they play. This is expertly carried out by her in a fun and exciting way throughout all activities, including snack and care practices. Other activities, for example, include messy play, imaginative and creative play and resources for promoting skills for early writing, such as crayons and posting boxes to develop young children's hand and eye coordination. Children laugh and giggle as they sit and cuddle with the childminder reading books, chatting and enjoying the wonderful close contact. Children are thrilled at the music and immediately begin to dance and move their bodies, delighting in and showing their great pleasure as they learn to coordinate their movement, ready for next step of walking. Consequently, children show the characteristics of effective learning extremely well and demonstrate their ever increasing confidence.

A variety of highly interesting and very exciting outings increase the experiences children have. The childminder takes children to places of interest and consequently, their personal, social and physical skills are extended by attendance at toddler groups and by accessing the large equipment on offer at such groups. These visits enable children to meet other children and adults as they learn about the world around them. They delight in the visit to the farm and other places of interest as they begin to make sense of the world around them appropriate to their young age.

The childminder knows the children extremely well and has created a learning journey

folder of children's work and progress. She works very closely with parents and has highly successful strategies for involving them in their child's learning. She invites them into her home to discuss their child's learning journey record, assessment and plans for their future development. She provides a very comprehensive review through discussion with them about their child's development across all areas of learning. She asks that parents contribute to their children's learning to support and share information from home to promote children's learning both with her and at their home.

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

The childminder skilfully supports children's emotional well-being in a very kind and exceptionally nurturing way. Consequently, children form strong attachments with her and have a positive experience from the start, providing a secure base for their excellent future development. This is further supported as the childminder gains comprehensive information from parents, regarding their child's routines, to enable her to follow children's natural bodily rhythms and effectively promote their well-being. Young children demonstrate their very strong feelings of security as they seek reassurance from the childminder in the presence of the visitor. They seek reassuring glances and continue about their play once they feel settled and supported by the childminder.

The childminder talks to children and models exceptional hygiene routines as she uses age-appropriate discussions to explain the importance of good hygiene. She does this by chatting to children about what is taking place and why, talking about germs and hand washing as she develops their early understanding. Additionally, she pays very good attention to personal hygiene and during nappy changing, she constantly talks about and reinforces the excellent hygiene practice through description and explanation. Children behave exceptionally well because the childminder gives each child individual attention. She effectively and regularly uses praise and encouragement, resulting in children's self-esteem and trust being exceptionally developed. Additionally, young children are learning how to manage their own behaviour and to share and have respect for each other, considering their very young ages.

Healthy and nutritious snacks are offered to children at regular intervals with regular drinks of water to keep them hydrated. The childminder works very closely with parents on children's dietary needs, agreeing what food will be provided and ensuring a consistent healthy approach is maintained. By engaging with children in discussions regarding healthy foods, they are exceptionally well supported on the path to a healthy lifestyle. This is complemented by regular trips to play areas and walks to the park to develop children's interest in their physical well-being and the world around them. Through excellent opportunities to make decisions about what they want to do and choosing from the wide range of high quality resources in the exciting and challenging environment, children are becoming highly independent. They learn to manage risk as the childminder ensures that they have opportunities to climb and explore their physical movements. As a result, they develop a very good understanding of safety as they play. However, consideration can be given to maximising the use of the outdoor learning environment to reflect and mirror the excellent learning taking place in the home.

The childminder supports children's transitions to their next stage in their learning by working closely with parents. Additionally, the development of children's self-help, confidence and skills in working cooperatively with others means that they are exceptionally well prepared for the next stages in their learning and future transitions to other settings or school.

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

The childminder has a secure and comprehensive understanding of her responsibility in meeting the welfare and safeguarding requirements of the Statutory framework for the Early Years Foundation Stage. The childminder has used her previous experience of working with young children, in both an early years setting and a school, to very effectively develop her service for children. This means that she is using her comprehensive knowledge of how children learn to plan and deliver an exceptional educational programme for meeting children's individual learning needs. Consequently, children are progressing exceptionally well towards the early learning goals considering their age and stage of development.

Children are very well safeguarded and protected because the childminder has a robust understanding of her role in protecting children. She has an excellent knowledge of the signs and symptoms of abuse as well as whom to report any concerns to. Her practice relating to safeguarding is highly focused, for example, risks are assessed and safety features, such as gates and cupboard locks, are in place to ensure the environment is safe and secure for children. Additionally, she monitors visitors to the home. The home is exceptionally well organised and the childminder has high expectations for all children to make excellent progress in their learning and development.

Training is sought and the childminder demonstrates a keenness and commitment to continually improve her skills and practice. This is evidenced by her attendance at the local childminding network meetings and her accreditation to take funding for early education. As a result, the care and learning of the children is significantly enhanced. Through the highly effective monitoring of the observation, assessment and planning, combined with the robust reviewing of the supporting policies in place, she can evaluate her provision. The inclusion of parents and the local authority advisors in providing feedback on her service assists her in the continuous improvement of her childminding practice.

The childminder has very strong and highly effective, relationships with parents. She is fully aware of the need to work with other agencies, such as the health and social services to support individual children's needs. Parents are consulted at every stage of their child's development and are invited into the home to discuss their child, establishing excellent communication channels. This means that information, which promotes the health and well-being of children is shared and a superb and consistent approach undertaken to support, and reinforce their overall learning. As a result, children are making excellent progress in their learning and development and an open two-way flow of communication is established to ensure children's needs are identified and exceptionally well met.

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	EY461966
Local authority	Lancashire
Inspection number	913632
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

