

<b>Inspection date</b>	18/10/2013
Previous inspection date	17/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
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 provides a very welcoming, inspirational and safe environment, where children feel happy and secure. Consequently, they enjoy strong positive relationships with the childminder and with each other.
- Children's language development is given extremely high priority. They have many excellent opportunities to develop their speech and language and extend their vocabulary through a variety of activities, stories and rhymes. As a result, they become very confident active learners.
- Children make rapid progress because the childminder knows and understands their starting points. She makes excellent observations and takes into account children's individual needs when planning for their development.
- The childminder has very strong effective partnerships with parents and other early years professionals. This enables her to provide continuity of care and extend learning opportunities, so that children are exceptionally well prepared for the next stage of their education.
- The childminder is inspirational in her practice and has an excellent capacity to maintain her high expectations and achievements.

## 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 looked at children's learning journals, planning documentation and scrutinised a selection of policies, including those for safeguarding and risk assessment.
- The inspector considered the childminder's suitability to undertake her role.
- The inspector observed children's play and activities both indoors and outdoors, including adult-led and child-initiated activities.
- The inspector considered the range, relevance and accessibility of resources.
- The inspector took into account the views of the parents and carers from comments received by the childminder.

## Inspector

Dorothy Williams

## Full Report

### Information about the setting

The childminder was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Warrington, Cheshire. The whole of the ground floor, including downstairs bathroom and the rear garden are used for childminding.

The childminder attends a toddler group and various sessions at the local children's centre. She visits the shops, park and local places of interest on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

### What the setting needs to do to improve further

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

- continue to improve the already very good outdoor area, in order to effectively include all seven areas of learning, such as by offering further opportunities to explore den-making and conversation.

## Inspection judgements

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

The childminder has an excellent indepth knowledge of the Early Years Foundation Stage and how children learn. The inspirational environment contains a wide range of high quality resources, which are well labelled and accessible to children. The childminder provides rich and varied experiences for children that capture children's interests, challenge their skills and extend their play. As a result, they are highly motivated and eager to learn. For example, children become engrossed in making a range of models with dough using moulds to create, bats, cats and 3D faces, expertly adding eyes, ears, hair lips and noses onto a stencil outline. Children use the extensive dressing-up rail to dress-up as fire officers and clearly enjoy extending their imagination when playing with the small world fire station. In this way, the childminder effectively teaches children to consider cultural and physical differences, which enhances their awareness of others in the community.

The childminder has a very strong focus on language acquisition. She uses her skills to sensitively introduce new vocabulary and encourage language development. For example,

when threading farm animals on a string, the childminder talks about life on a farm. She uses correct terms for baby animals, such as, calf, lamb and puppy. The childminder talks quietly and calmly about everyday routines and what children are doing as they play. When children babble the childminder repeats their words giving the correct pronunciation. As a result, children's vocabulary is increased and they begin to speak with confidence.

Children have access to a wide range of books and will choose a book and bring it to the childminder to share the story. They enjoy pointing to familiar pictures and repeat well-known rhymes joining in actions together. The childminder asks questions to extend children's critical thinking, such as 'Where are the animals going? And what do you think will happen when they get there?' She effectively uses stories to help children learn to consider emotions and she extends children's development by re-enacting favourite stories through play. The childminder creates an innovative autumn table to inspire children to talk about a favourite story that they selected on a visit to the local library. The childminder gives lots of eye contact, praise and smiles as she plays with children. This gives them a sense of achievement and enhances their learning and development.

The childminder has excellent individual learning journeys for each child that give details of what they can do and their next steps for learning. She meets with parents before their children start and collects useful information about all areas of development, including likes and dislikes, routines and medical and dietary needs. Children's starting points are noted on a tracking document and then used to plan individual activities. Planning is based on the child's interests, age and stage of development. The childminder makes in-depth observations enhanced with photographs and linked to the Early Years Foundation Stage. Assessment is clear and precise with next steps for learning well defined to provide each child with optimal challenge. The childminder is aware of the requirements of the progress check at age two and has prepared for this effectively with parents and other professionals. Children's files are regularly shared with parents and other settings. She gives excellent feedback to parents on a daily basis, so that they know what their children have done during the day. Links with local schools and other settings enable children to share resources and attitudes of learning with a wide range of children. As a result, children make rapid progress in relation to their starting points and are very well prepared for the next stage of their learning and development.

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

The childminder provides an inspirational, welcoming, safe and stimulating environment for children in her care. She takes time to get to know children and their families and to find out about their early experiences. This helps to ensure a smooth transition into the childminder's care. The childminder puts parents and children at ease in her setting. As a result, children form strong, positive and secure relationships with the childminder and with each other.

Children's behaviour is excellent as the childminder is an exemplary role model. She gently reminds children to take care when using scissors or cutting dough. She speaks in a very

calm, quiet manner and listens intently when children talk. The childminder uses good manners and gives effusive praise at every opportunity. She has high expectations of behaviour and respects all families who attend. Children readily smile during their play and are confident to approach the childminder for reassurance and support. Children use appropriate language when asking for a drink or some fruit they say 'Please will you pass my cup' or 'can I have some fruit please?' As a result, children know what to expect and are well supported. Children are provided with healthy snacks, such as fruit and vegetable sticks and are encouraged to consider healthy options when outside. The childminder takes part in 'Health Promotion in the Early Years Project' that encourages children to brush their teeth at key times in the day and helps them learn about healthy nutritious food and drink. She shares healthy options for meals with parents and creates meaningful displays to enhance children's understanding of food that is good for them. Children are offered fresh milk or water to drink. They are learning independence because the childminder encourages them to help to chop fruit and vegetables and make sandwiches. Parents comment 'Children eat well at the childminders, better than they do at home as they will try different foods here'. As a result, children have many opportunities to learn about nutrition and their confidence and self-esteem are raised. They learn to take risks and are encouraged to be independent learners. The childminder has excellent hygiene routines. Children are able to attend to their own hygiene needs. They wash their hands and brush teeth at key times during the day, using paper towels provided to dry their hands to reduce the risk of cross-infection.

Children have many opportunities to extend their physical development through extensive opportunities for outdoor play. The recently improved garden is divided into two areas. One for older children to play ball games and explore the trampoline and the other for younger children to explore mini-beasts, ride wheeled vehicles and bounce on a small trampoline. However, there is scope to continue to extend the garden, such as to provide areas for den-making. Children show high levels of confidence and involvement during activities and readily share their achievements with visitors. They explain how they have printed an autumn tree for the display or how they love to watch small bugs as they scurry under leaves. They have an excellent understanding of problem solving and take risks safely. As a result, children are relaxed and enjoy their day.

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

The childminder is inspirational in her practice and the approach to her work. Since her last inspection, she has moved house. This has provided her with the opportunity to devote her home to children in her care. She has divided her new property into upstairs living accommodation and dedicated the whole of the ground floor to an amazing provision for childminding. There are three dedicated playrooms for children to explore. Each room is well set out to capture children's interest, so that they are well-motivated and eager to learn. The childminder is passionate about her work and demonstrates a strong capacity to continue to excel in all areas. She is committed to continual professional development and is currently studying for a level 4 qualification. She regularly attends other training events to help her improve her already high quality provision.

Comprehensive self-evaluation takes account of the views of parents, children and other agencies and effectively improves children's learning experiences. For example, one child suggested improving the outdoor area 'to give us an even space to play ball games'. As a result, the childminder levelled her garden and sectioned off a paved area with trampoline, basketball and small football nets. In this way, children become confident to express their wishes as they learn that their views will be acted upon by the childminder.

The childminder understands the qualities of good leadership and sets high standards for herself and for children in her care. She has the drive and determination to achieve excellence and maintain this over a long period of time. The childminder fully understands her responsibility to ensure that her provision meets the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and has very effective policies and procedures in place to safeguard children in her care. She is very confident about the procedures to take should she have a concern about a child. Parents know and understand her clear detailed policies and procedures. The childminder has robust risk assessments in place for all areas of her home and for planned outings, in order to minimise the risks to ensure children's safety at all times.

The childminder has an excellent knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and is aware of her responsibilities to deliver effective educational programmes. Observation, planning and assessment are detailed, sharply focused and include everyone involved in each child's learning. The childminder effectively monitors children's progress to ensure early identification of children's needs and continued improvement and achievement in all areas. As a result, children make very rapid improvement in their learning given their starting points and capabilities.

The childminder works well with the other childminders in her area. She has daily contact and they are prepared to support each other, if required. Other childminders visit the setting, so that children can use the excellent resources and to share ideas. She has excellent relationship with local school and other settings and regularly meets with staff to share ideas, plans, information and assessment. She attends events at other settings to enable children to meet new friends and teachers. In this way, children are extremely well-prepared for the next stage of learning and education. Parents are effusive in their praise of the childminder. They regularly comment in children's learning journeys and extend children's learning at home. The childminder provides a daily diary for parents detailing activities, diet, toileting/nappy changes and any special comments, such as, new words, ideas and interests. Consequently, parents have very good feedback daily. They share learning journeys regularly and are confident that the childminder gives their children a good start to their educational journey. Parents comment, 'It gives me peace of mind to know that children are safe and happy. We get lots of information about their development and have no hesitation in asking advice for activities at home' and 'She shares ideas about discipline, especially when children are challenging and pushing the boundaries. It is important to have consistency at their age so we value the time the childminder spends with us and for us with our children. They are coming on in leaps and bounds and are making very good progress in her care. She is amazing'.

### **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

<b>Unique reference number</b>	315848
<b>Local authority</b>	Warrington
<b>Inspection number</b>	819023
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/11/2009
<b>Telephone number</b>	

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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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Piccadilly Gate  
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Manchester  
M1 2WD

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