

Inspection date	05/08/2013
Previous inspection date	21/04/2010

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 and make rapid and continuous progress in all areas of learning because the childminder has an excellent understanding of how young children learn and covers all areas of learning to an exceptionally high standard.
- The learning environment, both indoors and outdoors is highly stimulating and children engage in purposeful learning with motivates and enthuses them.
- Children settle rapidly and develop strong bonds with children and a strong sense of belonging to the setting. They are highly independent and behaviour is exemplary.
- The childminder is very reflective and drives improvement extremely well. She involves all parents and children in this process to ensure that the improvements are highly beneficial to children.

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 had a tour of the premises and spoke with children.
- The inspector observed children in all rooms and outdoors.
- The inspector and childminder completed a joint observation of children.
- The inspector looked at children's learning journals, care sheets, planning, a range of policies and procedures and considered the views of parents.

Inspector

Anne Barnsley

Full Report

Information about the setting

The childminder was registered in 2000 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Lincoln, Lincolnshire. She works with another childminder everyday. The whole of the house and the rear garden are used for childminding.

The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools.

There are currently eight children on roll, seven of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 4.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years and of her local childminding group. She holds a recognised childcare 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:

- consider providing parents with ideas of simple activities they may wish to do with their child at home to extend or consolidate the learning that takes place in the setting.

Inspection judgements

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

Children thrive, have lots of fun and make excellent progress within this welcoming and inclusive setting. The childminder skilfully uses her knowledge of how young children develop and completes purposeful observations of their interests and achievements. She uses this information extremely well to track their progress and to inform plans for their future learning. The childminder introduces all areas of learning to children through a wide and varied range of activities that extend and consolidate their learning from previous activities. She focuses extremely well on both individual needs and group needs, which significantly contributes to how well children learn to play together cooperatively. For example, she noticed how much all children enjoy making music with the wide range of instruments she has available for them. However, due to their young age, she also noticed that they became very noisy, over-excited and did not listen very well to what was being said. As a result of this, she began to focus her attentions of using the musical instruments as a learning tool for developing children's listening, attention and speaking

skills. During the inspection children engaged in a highly purposeful activity with the instruments, which clearly show the excellent progress that has been made. Children listen well to the instructions of using their instruments slowly and quietly and then using them fast and loudly. They work out which instruments are best suited to the song they are singing, for example, castanets for the horse song. All children are fully engaged in this activity and highly motivated through their enjoyment. One very young child shows how well children learn about the use of technology as she independently gets the camera to take photographs of what is taking place. The attentive childminder immediately notices this and gives the child lots of praise and recognition for being so helpful. This positive interaction and recognition of children's achievements fully promotes children's natural desire to want to learn and to want to try new things.

This is a highly stimulating learning environment, both indoors and outdoors. Children have excellent resources, which are organised purposefully to ensure that they have the maximum potential to promote their creativity. As a result, children are extremely active learners. They are highly independent, making their own choices and using their imaginations and language well to invent games. Indoors they invent role play games, such as airports. This is because they have been focussing on going on holiday and have made one of the role play areas into an airport. Children have made their own passports and have also used a tent and camping equipment in the garden to experience what is like to go on a camping holiday. The outdoor environment provides children with an outdoor classroom, which has a wealth of resources and enables children to play in fresh air in all weather. They also have a very large outdoor soft play room, which again, is extremely well resourced with large soft play equipment to promote children's physical development. Children of all ages really enjoy using this because they feel safe and they can climb and jump in ways that some children might not be able to do when using large apparatus. At the bottom of the garden children have a very large area sectioned off for them to use as their nature garden. This area provides children with experiences that create a feeling of awe and wonder as it has been designed to provide a magical feel. For example, little whimsical characters are placed in the growing area where children use wheel barrows, watering cans and tools to tend and harvest the vegetables they grow. The ground is covered with bark chippings, which is excellent for bug hunts. Children have a log trim trail in this area, which they learn to balance on and to work out how far they need to jump or stretch to the next stump. Children also go on local trips and outings, such as to parks to feed the ducks or to some activities at the children's centre. They join in activities with other childminders, for example, sports activities and picnics. This helps develop children's confidence further as they learn to socialise with a wider range of children and adults in different circumstances. Children learn extremely well in this setting and by the time they move on to school they are well equipped with the skills they need.

The childminder involves parents extremely well in their child's learning. They contribute to observations and 'wow' moments, which the childminder feeds into her planning. Planning is displayed for parents so they know what is taking place and can offer any suggestions they may have. Parents are fully involved with completing their child's progress check at age two and in doing so, are able to work extremely closely with the childminder to identify any gaps in their child's learning at an early stage. All children have opportunities to take the toy rabbit home with them, so that they can then tell, or show, the other children what experiences the rabbit has had whilst in their care. This involves

parents very well as their child's learning is linked between the setting and home. Everyday parents are given verbal feedback of how their child has been and what has taken place. This enables both parties to give immediate consideration to where any changes may be needed. A very minor weakness is that the childminder does not yet provide parents with ideas of simple activities they may wish to consider doing with their child at home to consolidate what is taking place in the setting. This does not have a significant impact on the high quality of learning that takes place because parents are extremely well informed in other ways. However, by doing so, the already vibrant learning that takes place can be further enhanced.

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

The childminder has established a highly effective key person system since the last inspection. Both minders work extremely closely together, this helps to ensure that children's developmental and learning needs are met to the highest standard possible. The childminder gathers comprehensive information from parents at the start of the placement. She encourages children to have settling-in visits, so that they are familiar with the setting before they are left without their parent. As a result, children are extremely well settled, independent and show an exceptionally strong sense of belonging. They form excellent relationships and very strong bonds with the highly attentive childminder. The childminder knows children very well and fully reflects each child's uniqueness through her interactions and planning. She focuses extremely well on the prime areas of learning when children first start or when they are very young. This contributes significantly to how rapidly children settle and are able to make friendships within the setting. For example, young children are gently introduced to new activities to stimulate their interest and familiarise them with new routines. This helps them to develop the confidence to explore their surroundings within a safe and supportive environment. Children are nurtured into the setting very well by the childminder. This equips each child very well emotionally with their transition from home to the setting.

Children receive lots of positive praise for their efforts and successful achievements. For example, as they attempt to dress themselves, feed themselves or learn to take care of their personal needs, boosting their self-esteem. They are given comfort and reassurance when they are feeling tired or fractious, which helps them to feel safe and well cared for. The childminder is mindful of their individual sleep and rest routines and provides excellent resources to enable all children who require a rest to have one. For example, she provides a range of travel cots and sleep mattresses to suit the different ages and stages of children who attend. Children have the use of several rooms in which they can rest, which helps to ensure that they have undisturbed sleep at any time of the day as their routine dictates. They behave exceptionally well because they are treated with great kindness and respect. Children wait patiently for their turn when they wish to use different play equipment. They learn to take risks safely and understand and follow rules for safe behaviour, taking care not to hurt themselves or others during their robust play.

Children's good health and well-being is given high priority. The childminder maintains excellent hygiene standards in her home and role models positive hygiene practice well to children. For example, all children use paper towels to dry their hands which reduces the

risk of cross-infection. They are provided with a wide range of healthy, nutritious snacks each morning and afternoon to supplement their packed lunch. Children have continuous access to drinks, which they take with them as they move into different areas of the premises. Parents provide their packed lunches, which ensures that children's dietary needs are met. The childminder provides parents with excellent information about healthy eating options and the importance of developing children's understanding of this. She has completed a course on childhood obesity and has recently focussed her partnership working around healthy eating to ensure greater consistency in the setting. This works extremely well as all children eat together as a family and develop a shared understanding of healthy food choices. Children have a great deal of outdoor play and exercise, which fully promotes their physical skills and their developing muscles. They learn well about road safety, fire safety and how to be responsible for themselves, each other and their environment.

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

This is a joint childminding service, which is organised extremely well by highly professional childminders. Both assume equal responsibility for the quality of the setting to ensure that parents are highly valued and the needs of all children are prioritised. For example, taking it in turns to do the school and nursery runs. On each occasion other children in their key group go on the trip with them to ensure correct ratios are maintained and to provide children with exercise and fresh air. Any concerns that are raised by parents are dealt with and resolved at the soonest opportunity by giving full consideration to the views and circumstances of both parents and children. Children are fully safeguarded because highly effective procedures exist to protect them from harm and neglect. Robust recruitment and vetting procedures ensure the initial and ongoing suitability of both childminders and household members is rigorously checked. The childminder has a comprehensive understanding of her duty to protect children and prioritises their safety and well-being at all times.

The childminder is vigilant about risk assessments, ensuring that children play safely indoors, outdoors and when taken on outings or trips. She provides excellent levels of supervision and ensures children's safety at all times. This includes each childminder having a mobile telephone with them at all times. This can be used in the event of an emergency or as a simple means of contacting each other because the setting is large. Detailed information about each child is obtained and accurately recorded and all of the necessary consents are in place. This ensures that children receive safe and individualised care. Comprehensive written policies, covering all aspects of the provision work exceptionally well in practice to ensure the safe and efficient management of the setting. Children are valued as unique individuals and the childminder takes great care to promote an inclusive service for all children and their families. Each child's learning style and interests are carefully noted to inform daily plans and routines that enable them to develop and progress with confidence. Children take part in practical and meaningful activities and projects, which help them to understand and value the diverse world.

The childminder is extremely reflective and has high aspirations and vision for her setting.

Self-evaluation systems are used highly effectively to identify successful practice and key areas for improvement and both childminders contribute to this equally. As a result, significant improvements have taken place since the last inspection, particularly to the learning environment. These include the installation of an outdoor classroom, an outdoor soft-play room and further developments to the nature and gardening area. Further to this, the provider has persevered and has successfully developed excellent links with local schools, promoting consistency in supporting children's language and literacy development. This contributes extremely well to children's future transitions to school. She actively seeks the views of all those involved in the setting, including children and their parents to enhance all aspects of the provision. The childminder takes great pride in developing her professional skills and expertise, attending varied training courses to keep up to date with new ideas and initiatives. She is currently in the process of booking to update her behaviour management training. Relationships with parents and carers are exceptionally strong and supportive, helping them to feel fully involved in all aspects of their child's care and education. The childminder has effective methods in place for working with specialised professionals should a child with special educational needs and/or disabilities require additional support with their learning or development.

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	208829
Local authority	Lincolnshire
Inspection number	926217
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	21/04/2010
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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