

Inspection date

Previous inspection date

03/02/2014

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 flourish in the exceptionally well-organised, stimulating, safe and welcoming child orientated environment. They settle extremely quickly, showing very high levels of confidence and are extremely motivated to learn.
- Partnerships with parents are highly effective and significantly contribute to children's well-being at the setting. Communication is excellent and parents are highly involved in their child's welfare and learning, both at the setting and at home.
- Children's safety is promoted as the childminder understands the importance of risk assessing and she has a secure understanding of her role and responsibility in safeguarding children. Consequently, the safeguarding and welfare requirements are extremely well met.
- The childminder has highly effective systems to monitor and evaluate the educational programmes and all aspects of children's welfare to enable her to constantly evaluate her practice. As a result, learning outcomes for children are exceptionally positive.

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 the childminder's interactions with children and observed activities in the playroom and outdoor learning environment.
- The inspector held discussions with the childminder and spoke to children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a number of the childminder's policies and procedures.
- The inspector took account of the views of parents through viewing written records.

Inspector

Jennifer Turner

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two children aged nine and 14 years in Cawston, Rugby. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The family has a pet chicken.

The childminder operates term time only, from 7.30am until 6.30pm, Monday to Friday. There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. She also cares for six older children, who she takes and collects from local schools. The childminder holds an early years qualification at level 4.

What the setting needs to do to improve further

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

- enhance further the already excellent use of print, so that children feel even more confident and use them in different parts of the environment, in particular in the outdoor area.

Inspection judgements

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

The childminder provides highly effective care and learning opportunities, promoting excellent outcomes for children in the Early Years Foundation Stage. Each child's uniqueness is acknowledged as the childminder works very closely with parents from the onset to ensure that children's specific needs are met and they are all included. Children are very settled and content in the childminder's exceptional child-orientated environment as they share warm and friendly relationships with her. Children are highly motivated, secure and enthusiastic, which enables them to make rapid progress in their learning and development. The childminder has highly effective systems in place to enable her to monitor all areas of learning. She continually observes children, making numerous snapshot notes on what children have done each day in their learning journals and daily diaries. The childminder displays an excellent knowledge and implementation of the learning and development requirements and a clear understanding of how children learn. She creates an exciting, stimulating environment, full of high quality resources that support children's rapid progress towards the early learning goals. Children are busy and involved in the exciting atmosphere. They show high levels of confidence and independence as they choose from a wide variety of interesting activities and resources. They are keen, active learners, who are fully supported in exploring and expanding their play. Children display high levels of concentration and interest as they select favourite

toys, such as a yellow tractor and small world vehicles. When a young child selects a book with a matching tractor they cuddle up to the childminder as she reads the story. The child points to the picture and she uses the tractor as a prop to bring the story alive for them and the child beams with excitement.

Children choose their own materials and tools to use from the easily accessible vast selection. For example, children enthusiastically delve into the storage boxes and shelves, selecting their chosen toy cars and tractors. Young children are fascinated when they find out that it is fun watching the wheeled toys roll down the slide. They are sensitively supported by the highly skilled childminder, who actively encourages children to talk about what they have done and how they did it, such as grasping the lid of a container and twisting it to get the numbered stones out. This gives children a sense of pride in their achievements. All children are making excellent progress in all areas of learning. Communication is highly prioritised by the childminder, resulting in exceptional levels of learning and language development. She constantly talks to children offering a running commentary and extending their vocabulary, as well as asking open-ended questions. Children's personal, social and emotional development is outstanding. Children learn to be independent as the childminder teaches them to make their own decisions and solve problems. For example, when playing with a castle, young children attempt to remember which button when pressed makes the sound of a ghost, knight or a dragon and great fun is had as they repeat this again and again, giggling with excitement. The childminder praises them when they match the correct object to the same sounds. She encourages older children to explore their emotions and feelings in a positive way, as they draw self-portraits and use the emotion cards. Children see an excellent range of print in their indoor environment because the childminder uses visual signs and labels in pictures and words all around, on storage units and displays. However, this is not the same for the outdoor area, to enable children to feel even more confident and use them in different parts of the environment. Children's skills and understanding are refined in readiness for school. For example, she ensures that children regularly participate in activities that will help them achieve the skills they need to move onto their next stage in their learning; these include, learning phonics, pencil control and emerging writing.

Children's assessments are clear, precise and sharply focused. The childminder invites parents to contribute in their child's learning journal. Assessments are based on detailed knowledge of children and their families and a very effective system for tracking and evaluating children's learning and progress is implemented. As a result, children are provided with vibrant and exciting tailored experiences and challenges. This leads to children making excellent progress in relation to their starting points. The very effective assessment methods ensure that any children who are, or could possibly fall, below their expected levels of development are identified and supported quickly. She has devised her own document for recording the 'progress check at age two' and this is supported with a positive review from a health visitor. The very detailed monitoring makes sure that children receive targeted support and appropriate intervention to rapidly close any gaps in their learning. Parents are fully involved in sharing information when children first start and in extending their learning at home. Information is regularly shared with parents about what children have been doing and parents are fully included in making plans for children's next steps in their learning. Children have the choice and freedom to choose to play in the well-equipped indoors play area or to go in the garden. They enjoy physical

activities and have first-hand experiences of the changing seasons and weather. They enjoy digging in the soil at the childminders allotment, collecting eggs for chicken and planting pansies in their wellington boots to hang in the garden. They create a fantastic winter wonderland display, using artificial snow and sugar cubes to design igloos. Children are fascinated when they experiment with frozen ice. They add warm water and salt to find out which will make the ice melt the quickest. The childminder always thinks of interesting ways to extend children's learning, such as using a bird cage for children to weave colourful ribbons and string through the bars to develop their coordination skills. Children are developing their large muscle control and coordination as they climb, slide, run and balance. There are excellent opportunities for children to choose resources for the indoor and the outdoor area. In addition, they regularly go to the park and play area. This results in children consistently demonstrating the characteristics of very effective learners.

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

Children display their confidence and enjoyment as they thrive in this vibrant environment. They have formed very close bonds and attachments with the childminder. This is because she is highly skilled and has a detailed understanding of the individual needs of each child in her care. She has a nurturing and professional approach, which reassures children and parents when they first start. This enables children to settle quickly and gain confidence as they eagerly explore and investigate. The implementation of very effective procedures ensures that children are extremely well-prepared for the next steps in their learning. Prior to starting, parents and children visit her, in order to share information and to begin to build positive relationships with children and their families. Younger children are very well-supported as they make rapid progress in preparation for the next level in their lives as they regularly meet with other childminders. Children display excellent behaviour and good attitudes to learning because of the strong bond and attachment they have with the childminder. In addition, their levels of independence and confidence are exceptionally well supported by her. The childminder takes younger children with her when picking up older children from school and she has very close links with the local schools. This enables children to have the knowledge and understanding to support their feelings of security as they move on to their new settings.

Children show a very good awareness of their personal safety because they regularly practise fire drills. Older children take photographs of the fire drills to show the sequences of events they follow. Children show an excellent understanding about good hygiene procedures. They know they must wash hands before eating and after using the bathroom and signs in the bathroom remind them step by step about the order in which they should wash their hands. Children enjoy a variety of nutritious and healthy snacks offered by the childminder in consultation with parents. All individual dietary needs are known by the childminder to ensure she keeps them safe. Children learn about the need for healthy food and fresh air and the effects of exercise on their bodies. They are beginning to grow their own fruit and vegetables, as they choose what they want to plant in the allotment. For children who want to rest or nap, there are cosy areas where they can comfortably curl up and be quiet or share a book with the childminder. Children display their excellent developing independence and social skills as toys are extremely well-organised in storage

containers labelled with written text and pictures. This supports children's independence and choice. An excellent professional partnership between the childminder and other professionals in children's lives greatly promotes children's well-being. This results in children being confident and capable of embracing new challenges in their life. Children benefit from having access to an extensive range of resources and equipment, which offer challenge and promote their learning. These include a range of books, posters and play equipment that reflect cultural diversity.

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

The childminder has a robust knowledge and understanding of how to implement the safeguarding and welfare requirements of the Early Years Foundation Stage. She has devised an extensive range of policies and procedures that underpin her outstanding practice. Extremely robust procedures, risk assessments and vigilance protect children. The safeguarding of children is given high priority because the childminder receives regular training on how to safeguard children and she has a detailed knowledge of her responsibilities and the procedures to follow should she have a concern about a child. She is clear about her fundamental role to protect children and takes swift action to minimise any potential hazards to children. This results in children enjoying the freedom to explore, to choose and have fun in a safe environment. The childminder is exceptionally vigilant during arrival and departure times of children and this further protects children and helps to keep them safe. Parents sign their children in and out daily and all visitors to the premises have their identification checked and they sign the visitor register. These robust measures help to ensure children remain secure in this setting as all aspects of safety are given utmost priority. The childminder regularly evaluates her practice to ensure it is of high quality at all times and gains feedback from parents and seeks the views of children. This enables her to identify her strengths and weaknesses. She reflects on all areas of her practice to implement positive changes that improve outcomes for children. The childminder is devoted to her continuous professional development and uses her knowledge, skills and understanding gained from being an early years trainer, practitioner and writer. In addition, attending regular training and being actively involved in her local school, where she is a governor and takes the lead on safeguarding. This means that she is highly successful in maintaining continuous improvements.

Strong partnerships ensure that highly accurate information about individual children is shared. For example, she has close links to the health visitors, schools and the local children's centres. This enables all parties to successfully support all children to achieve. Careful assessment of the depth and breadth of the educational programmes ensure that she is delivering learning exceptionally well. Close monitoring of children's progress helps her successfully identify any gaps or differences in children's learning. This enables her to adapt activities and plan according to the individual, for example, using visual aids to support younger children's communication. In addition, she supports parents with ideas to help children's speech and language development. Activities are carefully planned to extend and challenge children; this is achieved through her good understanding of children's individual interests and aptitudes. The childminder develops excellent

partnerships with parents from the onset. This supports a smooth transition from home to the childminder's care and minimises disruption to children. Parents continually receive exceptionally detailed information about their child's progress and the areas they are working on together. The childminder displays information for parents about her planning and activities. In addition, she offers suggestions of how they can support their child's learning at home. Parents receive regular newsletters and a noticeboard gives them information about how to support children's communication and language from the 'time to talk' programme.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY466994
Local authority	Warwickshire
Inspection number	933172
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
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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Piccadilly Gate
Store St
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M1 2WD

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