

Inspection date	04/02/2014
Previous inspection date	20/04/2010

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

- The dynamic range of activities, coupled with purposeful, high quality teaching means that children make outstanding progress towards the early learning goals.
- The childminder offers children superbly varied educational programmes which follow their individual interests. They are designed to immerse children in their learning across all areas through innovative play and exploration.
- The childminder continuously promotes children's vocabulary, knowledge and understanding. She encourages their interaction and children respond positively in this vibrant learning environment, displaying high levels of engagement in activities.
- Children are cared for in a nurturing, family based environment, where their individual needs are exceptionally well catered for. Their welfare is safeguarded and they are playful, happy and form secure attachments with the childminder.
- Parents are considered equal partners in their child's early years experience with the childminder, who develops exceptionally positive links with them, taking account of their needs and individual lifestyles.
- The childminder's professional approach to a continuous programme of development, her critical self-analysis and her determination to continuous improvement are reflected in the first class service she provides.

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

- Activities were observed in each of the rooms used within the setting.
- The inspector spoke with the childminder about her role as children's key person.
- Learning and development information, evidence of suitability of people living and working within the setting, the childminder's self-evaluation and a range of other documentation were reviewed.
- The inspector took account of the views of three parents through written testimonials provided at the inspection.

Inspector

Deborah Hunt

Full report

Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged 19, 24 and 25 years in a small town near Peterborough, Cambridgeshire. The downstairs of the childminder's home is used for childminding and there is an enclosed garden available for children's outdoor play.

The childminder attends toddler groups and activity centres in the local area. She visits the shops, library, river and parks on a regular basis. She is able to take and collect children from the local schools and pre-schools.

The childminder operates all year round, from Monday to Friday, 8am to 6pm, except for family holidays and bank holidays. She works for the majority of the time, with assistants when she may care for additional children. There are currently two children on roll. She provides funded early education for two-, three- and four-year-old children and supports a small number of children with special educational needs and/or disabilities and who speak English as an additional language. The childminder is a member of the Professional Association for Childcare and Early Years and receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the already highly stimulating outdoor environment to offer children additional sensory experiences and extended opportunities to study nature and wildlife.

Inspection judgements

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

Children attending this setting are offered a superior array of opportunities which encourage them to reach their full potential, given their starting points and individual abilities. The childminder's astute understanding of the Statutory framework for the Early Years Foundation Stage requirements, coupled with her belief that every child is unique, supports them to make excellent progress towards the early learning goals. All children, particularly those who speak English as an additional language and those with special educational needs and/or disabilities, gain wide ranging skills with which to support their future learning. Arrangements for assessing children's starting points are well embedded and planning for their ongoing progress is rigorously monitored. The childminder uses a computerised software package which offers parents instant access to their children's

activities and development. Children's next steps in their learning are precisely identified from observations uploaded onto this system. These inform the loosely themed long term plan, which the childminder and her team add activities to, reflecting each child's changing interests, to promote their continued progress. This enables them to plan challenging and innovative experiences for children. Practice observed demonstrates how perceptively the childminder and her team observe children and listen to them. They skilfully adjust and differentiate activities to ensure resources meet their changing interests. Excellent teaching techniques support children to develop as active, independent and competent learners. For example, at the play dough table children spend a long time using tools and rolling and pressing the dough to create their 'gingerbread men'. They learn to recall and predict as they discuss how this relates to the story they read earlier and talk about cooking their own gingerbread men next week. Children are highly motivated and engage deeply in their learning, through the balanced and plentiful adult-led and child-initiated activities on offer. They confidently take charge of their own learning in each room, autonomously choosing from the plentiful, high quality resources available to them.

The childminder and her team skilfully extend children's play. Their frequent, timely interaction, and proficient use of open-ended questions, encourages children to think critically and develop their speech and vocabulary. For example, children explore 'round the world travel' and collectively decide what needs to go in their suitcase. They consider which clothes they need to pack for trips to hot and cold climates, and become engrossed in folding and sorting clothing. They try on different items and develop manual dexterity as they master buttons, poppers and zips. The childminder challenges them to name the clothes they need for each trip and children learn to share, cooperate and take turns during the activity. Young children receive sensitive, nurturing support and those displaying adverse behaviour respond quickly to the highly positive and enabling learning environment. The childminder has an in-depth understanding of how children learn through play, following their own interests and recalling past experiences. This is demonstrated consistently throughout the setting as the childminder and her team weave real life, children's families and their current interests into the activities offered. For example, a child's parent brings in a variety of travel brochures and children talk about where they have been on holiday. They look through the pages and cut out their favourite pictures, making a long collage which is mounted on the wall at their eye level. Children revisit this frequently, pointing out their favourite images, prompting much associated conversation. The childminder and her team help extend their knowledge and understanding as they tell children the names of countries and use associated descriptive words.

The inspiring outdoor area provides children with a wonderfully rich learning environment. They love to spend time outside which ensures they are physically active and experience innovative, fun-based activities in the fresh air. Children derive great benefit, either from play at the setting outdoor area, or on trips out in the local area as the childminder incorporates all areas of learning into their play. Children settle easily in the informal, homely atmosphere and meaningful, highly effective partnerships are established with parents and carers. The childminder works in an exemplary fashion with other professionals and early years settings involved with children. This ensures children receive exceptional support through the timely interventions made. Consequently, children make rapid progress and experience a consistent approach in their early years experience.

Parents are included in every aspect of their children's experience with the childminder. The childminder also encourages them to share details of children's learning at home and incorporates the information in planning to add relevance to activities.

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

The carefully considered and very effective key person arrangements contribute superbly to children's well-being and security. Children are relaxed and feel safe as there is always a dedicated person to attend to their needs. Babies have two key persons to ensure they experience the highest level of consistency in their care. All children display affectionate, trusting relationships with the childminder and her team. Organisation of the environment, and the meticulous attention paid to use of the high quality resources fosters children's independence and competence as learners. The childminder promotes a family atmosphere as she believes children flourish in this environment and children know all those working in the setting well. The childminder and her team are sensitively attuned to each child's specific needs and resultantly their emotional well-being blossoms. Parents and key persons share useful information daily which ensures they each remain abreast of any changes in children's routines or needs. The childminder is very happy to accommodate informal meetings to discuss children's progress or any issues that may arise. Transitional arrangements are superbly handled. Summative reports are shared as children move into, or on from, the setting. Activities offered contribute superbly to the successful development of key skills children need to succeed in their future learning. For example, they dress up in a variety of school uniforms and learn to listen effectively. The childminder takes children to the local school daily, as she drops off and collects older children. This means they are already familiar with the main catchment school. Children moving on to other schools learn about their teacher and school building through books and photographs the childminder provides.

The childminder offers children freshly prepared, nutritionally balanced meals and snacks from the time they are weaned and also takes account of any dietary or cultural needs. She has a food hygiene qualification and other members of the team are also booked to undertake this training. Children develop important self-help skills as they cut and prepare their own fruit for snack time and pour their own drinks. Meal times are social occasions when the childminder and her team also encourage children to learn good manners. Children develop an awareness of healthy foods and diets through the friendly, informal conversations they enjoy as they eat. They relish the frequent opportunities they have to take part in cookery activities, such as making their own pizzas, when they discuss healthy toppings. Children's behaviour is exemplary. The childminder has an impressive record of modifying unwanted behaviours very successfully through the nurturing, sensitive care she provides. She incorporates activities into planning which encourage children to share, consider others and they learn to be kind and tolerant of one another.

Children's health is also promoted through physical play and activities, both indoors and outside. Daily singing and dancing sessions develop their ability to listen and to use their bodies in different ways. For example, children watch as the childminder indicates which part of their bodies they touch as they sing a song about a snake and touch their toes,

saying 'Oh no! He's got my toe!' Children develop a positive disposition to learning as they explore their local area frequently, enjoy picnics in the park, take journeys on the bus and train and relish snowball fights. They climb, jump, slide and pedal in the garden and use larger climbing and play equipment at parks they visit. They use magnifying glasses on nature walks and love to 'puddle jump', and play hopscotch, counting the numbers as they jump from square to square. They learn to keep themselves safe as they observe road safety rules during these outings, hold hands and wear fluorescent jackets to ensure they can be easily seen. Exceptional partnership working with the school next door promotes smooth transitions for children as they move from the setting into school. Children enjoy many visits to their new classrooms which enables them to familiarise themselves with the environment and get to know their new teacher. Prior to starting school they share experiences both here and with the nursery on site, such as sharing the experience of seeing chicks hatch in an incubator.

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

The childminder meets all the requirements of the Statutory framework for the Early Years Foundation Stage exceptionally well. She offers children a uniquely welcoming, stimulating and home based early years experience. Her highly positive and motivational nature is reflected in the passion and dedication shown by her team. She places the children in her care at the heart of everything she does. She and her team aspire to offer children the very best in all they do. The childminder's drive and dedication and her critical, searching self-analysis results in the very high quality service she offers children and their families. She takes into account the views of children, parents, her team and wider partners in evaluating her practice and setting priorities for further improvement. Her passion is evident through the great strides made since her last inspection and she is fired with enthusiasm to develop her service further. For example, she has plans to extend the already excellent opportunities offered in the outdoor area by providing a mud kitchen and creating a bug hotel. She is highly respected by other professionals and is well known and admired within her local community.

The childminder provides exceptional support to her team and, together, they operate as a cohesive, highly effective unit. Her team speak in high praise of her leadership and dedication. She offers them regular team and supervision meetings and a system of annual appraisal is in place. The team talk daily about children, their achievements and how to further promote their learning and development. In this way, they track their progress and ensure that any issues are promptly dealt with. The childminder closely monitors practice and considers continuous professional development key to the provision of a high quality service. Confirmation of staff suitability checks is in place and highly effective actions are taken when a child has an accident or an incident occurs. The childminder has undertaken designated persons safeguarding training and each team member has completed basic child protection training. This ensures that they all have a good awareness of the procedures to follow should they have any concerns regarding a child in their care. Parents sign to say they understand the safeguarding responsibility the childminder and her team hold as their children begin attending. The childminder also

recognises the need to work closely with agencies involved to support families in need of additional support. Personal phones and cameras are kept in an area not used by children during opening hours. Detailed risk assessments and routine safety checks of equipment and resources contribute significantly to children's safety.

The childminder relates superbly to parents of children in her care. Feedback from parents reflects their exceptionally high levels of satisfaction with the service provided. One parent comments that 'the provision is outstanding from a parents point of view' and another says that the childminder offers 'the perfect solution' to their childcare needs. The first class relationships which exist between the childminder and her team, parents and other professionals who are involved with children is worthy of note. Exceptional partnership working with the school and nursery next door offer children extended opportunities to learn and develop to their full potential. The pinpoint accuracy with which children's progress in the prime areas of learning is monitored enables the childminder to swiftly secure additional support if needed. Children's learning and development is, therefore, extraordinarily well supported.

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	222364
Local authority	Cambridgeshire
Inspection number	871305
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	20/04/2010
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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