

Inspection date	26/03/2014
Previous inspection date	08/12/2008

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 quality of teaching is inspirational and consistently of very high quality. As a result, children gain a thirst for learning and make rapid progress in their learning.
- Children thrive because the childminder fosters their independence exceptionally well. This attribute builds their confidence, resilience and ability to learn by themselves, so providing them with excellent attitudes for school and the next stage in their learning.
- Children's safety and safeguarding is central to everything the childminder does. As a result, children are kept safe at all times and their well-being is extremely well met.
- The childminder is highly motivated and strives to continuously improve her already excellent service to ensure she maintains her high standards, for the children's benefit.
- Highly successful strategies engage all parents in their children's learning in the setting and at home.

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 children's play the quality of adult and child interactions.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector and childminder undertook a joint observation of an activity.
- The inspector looked at planning, assessment and children's learning journal records
- The inspector looked at qualifications, training and a range of other documentation

Inspector

Nicola Wardropper

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 14 years and nine years in a house in Newton Hall in Durham. The whole of the ground floor and an enclosed play area of the childminder's home is used for childminding. The childminder visits the shops, park and library on a regular basis. The childminder takes and collects children from the local schools and attends a wide variety of local playgroups. There are currently 12 children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- strengthen children's already first class enthusiasm for learning, through timely approaches for children to see the finished product of their creations.

Inspection judgements

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

The childminder has an excellent understanding of how young children learn. The childminder knows the children extremely well and uses her skills, knowledge and abilities to plan highly successful programmes of activities that promote children's learning to the next stage. She demonstrates an exemplary awareness of how children learn at different rates and skilfully adjusts how she works with children of different ages. Observations are clearly linked to the development bands and used exceptionally well to plan for children's individual learning needs. Children have lots of fun and are very enthusiastic towards learning and participating in activities and experiences both indoors and outdoors. The childminder carefully monitors each child's progress by using her thorough record system to check that she is providing for each area of learning, and to identify gaps or areas where children may need extra help. As a result, all children are challenged, extremely motivated to learn and make significant progress in their learning.

Children show a thirst for learning as the childminder is highly skilled at making activities exciting and challenging to hold children's interest. For example, children very carefully watch with fascination as the pointers on the scales move when the ingredients are weighed out during a baking activity. The childminder enhances children's interest and understanding in activities through always providing clear and precise explanations about why they do things. Consequently, children concentrate for a long time and become deeply involved for higher level learning. The childminder is very skilled at using open-

ended questions to lead children's thinking and stimulate their ongoing inquisitiveness in their learning. For example, the childminder asks 'what else can you use to make a sound?' as children enthusiastically 'bang' a milk tin to make a rhythm. Children show a love of books and listen attentively as they listen to a favourite story while snuggled up with the childminder. She repeats new vocabulary and patiently gives children time to respond, which helps to build their confidence. The childminder gives meaningful praise as they repeat new words and as a result, children's communication and language skills develop quickly. The childminder successfully participates with the children's chosen activities and skilfully supports their learning, sensitively intervening when necessary. For example, she stands back and encourages children to 'have a go' making an 'ice cream cone' during a role play activity and continually praises their efforts and achievements. As a result, children persevere at their chosen tasks and are successful in their goal. This helps children to build confidence in their abilities and subsequently, they become aware of what they can do. The childminder makes the most out of any activities she expertly plans and out of any learning opportunity that presents itself. For example, during a baking activity children explore the texture of the flour and butter in their hands and learn how this changes when mixed. They learn new words, such as 'sticky' as they 'squash' the mixture to form dough. Children learn how to control tools as they use the rolling pin to flatten the dough and they learn about shape, size, and number as they cut out shapes to make biscuits. On rare occasions, there is scope to enhance opportunities for children to see the finished product of their creations to strengthen children's already first class enthusiasm for learning. Nevertheless, children are very inquisitive, keen to learn and make rapid progress. Consequently, all children gain the skills, attitudes and dispositions for school and the next stage in their learning.

Highly effective partnerships with parents ensure that they are fully informed and are included in their children's care and learning. The childminder gains extensive information about the children's background when they start to provide her with the details of what children can already do and about their care routines. The childminder takes a proactive interest in children's learning at home. She encourages parents to inform her of their children's achievements so that these can be incorporated within her tracking of their progress. This gives a clear and precise picture of children's learning journey. Beautifully presented, well thought out learning journals and daily diaries hold a wealth of detailed developmental information that very clearly identifies next steps in children's learning. This information is continuously shared with parents. The childminder carries out regular progress reports, including the progress check at age two when appropriate. She shares these with parents and discusses next steps in their learning. Both parents and the childminder work very closely together to identify areas of children's learning to focus on for the next few months. The childminder uses this to inform her plans and activities with the children. As a result, parents feel valued and fully involved in their children's learning.

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

The childminder's home is extremely welcoming, clean and very well organised so that children play and rest in comfort and safety. Children are exceptionally well settled and

secure in the childminder's care. She builds warm and affectionate relationships and is continually alongside children as they play. The childminder's highly skilled and enriching interaction supports their self-esteem and ability to form a secure emotional attachment to her. This happy relationship provides a strong base for all children's developing independence and exploration. The childminder's own calm and positive manner is an excellent model for the children. As a result, children's behaviour is excellent in relation to their ages. The childminder uses very positive behaviour management techniques, and calmly ignores any inappropriate behaviour, while praising that which is acceptable. Children are courteous and polite as the childminder encourages good manners. For example, children understand they need to ask to leave the table after meal times and readily say 'please' and 'thank you'. Children learn to look after the resources so they do not get broken and eagerly help to tidy them away. This is because the childminder skilfully motivates children through lots of praise and encouragement for their achievements. As a result, children are thoughtful and learn consideration for others and things, which supports them with the skills they need for the next stage in their learning. The childminder skilfully supports children's transitions to other settings and school. For example, very good links have been developed with the local schools and children are given opportunities to visit the new provider regularly.

The childminder provides a highly stimulating, interesting and child-friendly learning environment. All resources are easily accessible to all children, to promote their independence, and they have uninterrupted time to play and explore. This helps them to feel at home and secure. The childminder significantly enhances children's development by the superb use of natural and open-ended resources that encourage children to investigate, explore and experiment with. For example, children thoroughly enjoy exploring the treasure basket, using all their senses to experience sounds, movement, textures and smells. This helps children to become highly engaged and use thinking skills highly effectively, which results in deeper level learning. Children have equally exciting opportunities to learn in the outdoor environment. They benefit from daily physical activities in the fresh air and have free access to the garden. Excellent use is made of the local environment to extend children's learning and awareness of their community as they visit parks, woodlands and the library. They also regularly attend groups to play with other children and practise their social skills. Children have further opportunities to develop their physical skills through regular visits to the soft play and sensory room within the local community centre.

Children learn about keeping themselves healthy through the foods they eat. The childminder provides them with healthy balanced meals and snacks and talks to them about healthy foods. For example, she explains that milk builds 'strong teeth and bones'. This supports children to gain an understanding of healthy foods on their bodies and to make healthy choices. Children develop meticulous hygiene practices as the childminder supports children to wash hands before eating and after using a tissue to blow their nose. The childminder is highly responsive and sensitive to children's care needs. For example, she supports children to change into clean, dry clothes to help make them feel clean and comfortable after a craft activity. Children learn effectively about risks by the childminder's simple but very successful explanation, reminding children how to keep safe and to use safe practices. For example, young children are reminded to 'hold hands' and use 'one step at a time' when walking downstairs. As a result, children are safe and feel safe and

display very high levels of well-being.

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

The childminder has an excellent understanding of how to safeguard children. She works hard to ensure a culture of safety is promoted and understood. For example, the childminder and all relevant family members have completed relevant checks to ensure they are safe to have contact with children. She has recently attended safeguarding and neglect training and has a thorough knowledge of procedures to follow if she has concerns about children in her care. The childminder has developed an extensive range of written policies and procedures. These are successfully implemented and shared with parents. This ensures parents are made highly aware of her responsibilities. The childminder carries out thorough risk assessments. This helps to provide a substantially safe, secure and stimulating environment for children without having a detrimental effect on their independence and freedom to explore. As a result, her home is a very safe place for children to play and explore. The childminder takes children on regular outings both locally or further afield which she carefully and precisely plans and risk assesses. Visitors are requested to sign in and out of the house. This shows who has had access to children, although, children are highly supervised when with the childminder.

The childminder has an excellent understanding of the Early Years Foundation Stage and her responsibilities in monitoring the effectiveness of the activities and experiences she meticulously plans. Robust systems are in place to monitor children's learning and development, which, fully supports children to make exceptional progress in all areas of learning. The childminder is extremely professional and goes above and beyond what is required of her. Documentation is extremely well organised and readily available as and when it is required. The childminder takes a highly critical approach to improving her service. She demonstrates motivation and enthusiasm towards maintaining the highest levels of achievement for all the children. Extremely rigorous and effective systems for self-evaluation are in place. The childminder uses the Ofsted self-evaluation tool to set challenging targets for improvement. For example, the childminder has lovingly created 'family books' displaying photographs of people and events that are special to children. This has sparked off great interest and subsequently, children engage in lengthy conversations with each other about the photographs in their special book as they revisit memorable moments in their lives. The childminder recognises the positive impact this has had on children's communication and language skills and is highly committed to develop this further. She keeps abreast of key training and sets clear priorities for ongoing improvements. She skilfully involves parents and children and uses this feedback to successfully evaluate and develop her already outstanding practice.

The childminder has a very professional approach to her childminding and recognises the importance of identifying her strengths and the areas for further development. She eagerly accepts information from other professionals and researches additional information to help children to flourish and develop to their highest potential. The childminder has made very effective links with the local school that older children attend

and where younger children enjoy watching annual productions. She makes professional liaisons with their key person and communicates regularly, using information together to develop targets for consistent approaches and continuous practices. Children in the early years group do not currently attend any other early years settings, but the childminder is aware of the requirement to establish links with external agencies and other providers to ensure progression and continuity of care and education when appropriate. The childminder places a high emphasis on working in partnership with parents. She has a comprehensive understanding of the role that parents play in children's ongoing learning and development. Parents are extremely happy with the childminding service and the progress their children are making. They receive regular information about their children's day and have regular opportunities to feedback their thoughts and views. Parents have access to a wealth of information, which advises them of the service that they are receiving and the care and learning that their child receives. Parents' written comments are extremely positive. For example, parent's comment that the childminder 'does an exceptional job', is 'extremely professional' and 'is an outstanding childminder'. Parents also comment on how their children have 'built confidence', 'made rapid progress', 'thrive' and 'receive as much love and attention as if they were in their home surroundings'. Thank you cards from children simply and lovingly state 'she's the best childminder in the world'.

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	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	EY369618
Local authority	Durham
Inspection number	857952
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	08/12/2008
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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