

Inspection date	02/04/2014
Previous inspection date	21/06/2010

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 quality of teaching is outstanding because the childminder has an exceptional awareness of how young children learn and develop. She provides an excellent range of imaginative activities for the children. As a result, they are eager to learn and demonstrate superb levels of engagement considering their ages.
- The childminder places the utmost priority upon supporting children's physical, personal, social and emotional development extremely well. She is exceptionally caring, sensitive and skilled in helping children to form secure emotional attachments. This, in turn nurtures children's independence, confidence and overall well-being.
- The childminder is a highly skilled, experienced and knowledgeable early years practitioner. She delivers a range of excellent activities to support children in all areas of their learning and development. Her enthusiasm and ability to engage wholeheartedly in the children's play, motivates them and as a result, they are making exceptionally good progress in their development.
- This inspirational and highly motivated childminder continually updates her own professional development by attending numerous training courses and she regularly monitors and evaluates her everyday working practice, taking into account the views of the parents and the children. This results in continuous improvements being made to an outstanding setting.
- Excellent partnerships with parents and external agencies ensure that children's individual needs are well-known and superbly supported.

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 spoke to and observed the children, the childminder and co-childminder undertaking activities in the living room and garden.
- The inspector conducted a joint observation with the childminder and co-childminder.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and co-childminder and read and discussed the self-evaluation form and policies and procedures.
- The inspector took account of the views of parents by reading a number of written comments prepared for the inspection.

Inspector

Sandra Williams

Full report

Information about the setting

The childminder was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, three adult children and children aged 12 and eight years in Morecambe, Lancashire. The childminder works with her eldest child, who is also a registered childminder. The whole of the ground floor of the house is used for childminding as well as the bathroom on the first floor. There is an enclosed garden for outdoor play. The childminder regularly visits toddler groups, activities at the children's centre, parks and the beach.

There are currently eight children in the early years age group on roll who attend for a variety of sessions. The childminder operates for 48 weeks of the year, Monday to Friday, from 8am until 5pm. The childminder supports children with special educational needs and/or disabilities. She holds a National Vocational Qualification Level 3 in Childcare, Learning and Education. She is an accredited childminder and an established member of the Bay Childminding Network. She is also part of the buddy system and currently supports six newly registered local childminders.

What the setting needs to do to improve further

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

- develop this excellent learning environment further by enhancing children's understanding about difference and diversity through increasing the range of positive images in the environment that represent people from different cultures and backgrounds.

Inspection judgements

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

The quality of teaching is outstanding. This experienced and qualified childminder has an expert knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She has high expectations of herself and the children and has a superb understanding of how to support young children to achieve the best they can in their learning and development. Children thoroughly enjoy their time spent with this enthusiastic and dedicated childminder, who provides an excellent and imaginative range of high quality resources and activities, both inside and outside. The childminder recognises the uniqueness of each child in her care. She helps children to settle quickly by gathering information about their interests and individual learning needs from the parents when they first start attending. From this information, she ensures that superb activities and toys are made available based on the children's interests. The childminder assesses and identifies the children's starting points and ongoing

developmental stages extremely well. She undertakes regular observations and precise assessments of the children and uses this information to plan for their individual next steps in their learning. Additionally, through the highly comprehensive completion of the progress check at age two years, any identified gaps in children's development are addressed through early intervention and involvement from other agencies to progress children's learning. The childminder provides excellent support to children who require extra support, for example, with their communication and language development. She has undertaken sign language training and speech and language development training, especially to enhance her ability to communicate extremely effectively with children. This significantly helps children to feel understood and in turn, reduces their feelings of frustration and it has a fantastic affect on their confidence and self-esteem. The childminder gets down to the children's level and maintains excellent communication through eye contact and clear signing while talking and singing songs with the children, which they clearly enjoy immensely. The childminder has highly successful methods of engaging parents in their children's learning when they first attend and thereafter, on an ongoing basis. Parents provide photographs and written information in daily diaries about children's achievements at home. These are used to provide a complete picture of children's overall development. This joint approach supports the children extremely well to make very rapid and exceptional progress in their learning towards the early learning goals.

The environment is rich in print, such as the children's names displayed for self-registration on arrival. Children recognise their own names and those of their peers and some children are learning to write their names on their artwork. Labels in the environment are significantly supporting children's recognition of letters and words and that words have meaning. For example, as children sit on chairs, they point to the label on the chair and tell the inspector, 'this says chair.' In the garden, the childminder also enhances children's interest in words, by displaying signs, such as parking signs to show the children where to leave their tricycles and scooters. This excellent learning environment provides endless opportunities like this for children to excel and become exceptionally well prepared for their next steps in their learning and their transitions to school.

The childminder carefully plans activities that are based on the children's interests and ideas. She sensitively joins in the children's play and has an excellent ability to engage with them and enter into their imaginative play. This extremely special skill results in children being highly motivated and enthusiastic to learn. For example, after reading a story together about a little bear who was afraid of the dark, the children decide to make a dark den. The childminder asks them what they would need to make the den and how they would see in the dark. This encouraged the children to problem solve and work out that they would need torches to see inside the den. The childminder provides excellent opportunities for the children to learn about the world around them as they learn about how the tadpoles in the garden will grow and change into frogs. When hunting for bugs, the childminder extends the children's learning by providing magnifying glasses, books about bugs and laminated pictures of bugs displayed on the walls outside. Children explore and experiment with a fabulous range of resources and their learning is exceptionally well supported. For example, children learn about magnets as the childminder asks them to find out what material the magnet will stick to. They find out for

themselves that it does not stick to plastic but does to metal. They also grow plants from seed and understand that they need water and sunlight to grow. The childminder has high expectations of the children and provides them with excellent learning opportunities by asking them appropriately challenging questions during their play. By taking part in such stimulating and challenging activities, children show great enthusiasm to discover and learn new skills each day, which promotes their excellent progress in all areas of their learning and development. There are a number of resources, activities and play opportunities provided to help promote children's awareness of and understanding of difference and diversity. It is a very inclusive environment where everyone is made very welcome. However, children's learning about diversity and difference on occasion is less well provided for as there are few images of diversity and difference in the environment.

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

The childminder is highly skilled and experienced in working with children and she sensitively supports them to settle happily with her by using carefully planned introductions and settling-in sessions. She takes great care to make sure she forges close working relationships and excellent communication with parents. This ensures that she forms an extremely good understanding of all children's individual care needs and routines. Children form close bonds with her, which supports their emotional well-being extremely well. As a result, children are settled and exceptionally happy in the childminder's care. Consequently, they are extremely confident, independent and self-assured individuals. They very confidently explore the environment and happily make choices and decisions about their play from the extensive range of resources available to them. The childminder makes excellent use of the space available by rotating toys, so that there is still sufficient space for children to move about safely. Children often independently look at the book of laminated pictures illustrating even more toys that they can choose from on request.

The childminder fully supports children to gain excellent levels of confidence in social situations and in forming positive relationships with other children. This is due to the excellent programme of outings and visits to various groups and activities held at the local children's centre and groups. The childminder encourages positive behaviour by calmly explaining the importance of sharing and ensuring that all children develop skills in playing harmoniously with each other. Children thrive because of the positive praise, the childminder offers to support their confidence and well-being. Therefore, children feel valued and respected. This prepares children emotionally for when it is time for them to move onto other learning environments, including schools. The childminder displays children's work on the walls, so that they feel a sense of belonging.

Children learn to keep themselves safe and effectively learn to take risks in a safe manner. For example, when on outings, the childminder ensures the children to learn the importance of being careful around dogs and strangers. When playing in the garden, the childminder helps children to build their self-confidence by learning to peddle their tricycles and ride on toys for the first time, by ensuring she provides the reassurance, encouragement and support at all times. Children's all-round development is progressing exceptionally well, including their independent self-care skills. They enjoy developing a

real sense of responsibility by undertaking tasks, such as helping the childminder to lay the table at mealtimes. They have an excellent understanding of healthy lifestyles and hygiene practices. For example, they wash their hands before eating and after playing outside and they know this is to get rid of germs. Children are supported to make healthy choices about what they eat and drink. They are kept physically healthy as they experience excellent opportunities to access fresh air and exercise in the extremely well-equipped garden.

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

The childminder and her co-childminder have an excellent understanding and knowledge of how to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All the requirements are maintained to the highest level to ensure children are safe and protected while in the childminder's care. Children's safety is of the utmost priority to the childminder, who fully demonstrates an excellent understanding of her role and responsibility to protect those in her care. Extremely comprehensive risk assessments are undertaken in the home, garden and on outings. These are reviewed annually, in order to keep children safe and secure at all times. This is further supported by a detailed set of policies and procedures, which are rigorously implemented. The childminder has an excellent understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She works closely with her co-childminder to regularly review and monitor the planning to ensure the educational programmes continue to provide a range of vibrant, creative, challenging and dynamic activities and play opportunities for all children. As a result, she clearly monitors the effectiveness of the planning to meet children's individual learning needs and interests. By doing so, children remain extremely enthusiastic, motivated and show very positive attitudes towards their learning through play.

The childminder establishes excellent relationships with parents. She regularly shares information about the children and keeps parents totally informed about their children's development and learning. Parents are fully involved in their children's learning and actively contribute their views and observations, which are used by the childminder to inform her assessments. Useful information is also shared on a parents' noticeboard and regular newsletters. Parents' written comments about the childminder are extremely positive and many state how well their children have developed since attending the setting. Comments include 'I believe my children receive the best care possible from this childminder', 'I am more than happy with the excellent care provided and would recommend this childminder to anyone' 'my child has made remarkable progress in his speech and general learning since attending this setting'. The robust partnerships established with other professionals and agencies means that children are supported exceptionally well in their individual learning and development.

The childminder is extremely enthusiastic, highly motivated and fully committed to providing an excellent childcare service. She has developed her first class practice over many years and effectively uses her expert knowledge and experience to provide high quality childcare. The childminder continues to develop and improve her continuous

professional development by attending an abundance of relevant training courses each year. She demonstrates an ability to put into practice what she learns on the courses. For example, she has developed her skills in sign language, which enhances her communication with the children. She works closely with local authority advisors and network coordinators and is always willing to take advice and continue to develop her service. Her self-evaluation takes into account the views received from parents and children. She is always prepared to listen and take on board their suggestions and ideas to make any improvements to meet their requirements.

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	502044
Local authority	Lancashire
Inspection number	869152
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	21/06/2010
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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