

Inspection date

Previous inspection date

02/04/2014

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

- The quality of teaching is outstanding. The childminder places a high emphasis on helping children to make excellent progress in their communication and language skills and in developing their physical, personal, social and emotional development. As a result, children make very rapid improvement in their learning from their initial starting points.
- The childminder is a very kind, calm and caring person, who effectively supports children to form close bonds and secure attachments with her and her family. This provides a strong foundation for children to develop emotionally and enhances all aspects of their learning because they feel safe and secure.
- The excellent partnership with parents and other professionals working with the children significantly enhances the childminder's knowledge of children's individual needs, resulting in outstanding continuity of care and learning.
- The childminder has an exceptional understanding of the safeguarding and welfare requirements and this is supported by the robust implementation of effective policies and procedures, which significantly enhances children's safety and well-being.
- This inspirational and highly motivated childminder continually updates her own professional development by attending numerous training courses. Also, she regularly monitors and evaluates her everyday working practice, taking into account the views of the parents and children. This results in continuous improvements being made to an outstanding setting.

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 compulsory part 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 2013 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her mother, father and four siblings; one adult age and three aged 16, 12 and eight years, in Morecambe, Lancashire. The childminder works with her mother, 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 supports children with special educational needs and/or disabilities. She operates for 48 weeks of the year, Monday to Friday, from 8am until 5pm.

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. The childminder works alongside another registered and highly experienced childminder. Together, they consistently achieve very high standards across all aspects of their work. The childminder and co-childminder offer exceptional educational programmes for all children, which comprehensively cover the seven areas of learning. Children achieve in their learning at a truly remarkable rate because the childminder has a thorough understanding of the learning and development requirements of the Early Years Foundation Stage. She and the co-childminder plan rich, varied and imaginative learning experiences for individual children that are innovative and inspiring. For example, the childminder promotes children's attention, listening, understanding and thinking by asking them open-ended questions. She has completed a speech and language development training course specifically to enhance the support provided for children with speech delay. The childminder uses a detailed assessment programme, which accurately monitors children's progress and pin points areas requiring further development. Her excellent working relationships with parents and professionals at the children's centre, such as health visitors and speech therapists, means that children

receive outstanding support in their learning.

Children are enthusiastic and highly motivated to learn and thoroughly enjoy themselves and have lots of fun and excitement as they play in this highly stimulating environment. They play and explore, become active learners and think critically about what they do, therefore, demonstrating the main characteristics of learning. Children build on what they see and know, to engage in challenging experiences. For instance, children learn about growth and how healthy food helps them to grow strong. Children link this with seeing their grandparents feeding the birds in their garden and ask if they can do the same with the childminder. They work out which bird feeders to put the seeds in and which to put the fat balls in according to the different sizes. Children count how many fat balls they can fit into the feeder, thus, developing their mathematical skills. They develop excellent hand to eye coordination as they carefully scoop up the seeds and pour them into the feeders. Children learn to share and take turns during the activity and develop excellent skills in working as a team. When the feeders are full, the childminder asks the children where they are going to put them, so that the birds will come to eat them. They choose the tree in the back garden. The childminder constantly promotes their learning by providing challenges and problem-solving situations, such as asking the children what they will need to hang the feeders on the tree. These type of activities are excellent in teaching children many practical skills as well as learning about caring for animals and other creatures. By using hands-on experiences, children have opportunities to discover skills and concepts by working things out for themselves, with adult guidance. Children have a wealth of other experiences to enhance their understanding of the world around them, such as hunting for bugs and planting flowers from seeds. The excellent resources available to the children, such as magnifying glasses and binoculars enable them to study the wildlife closely and the supporting books enhance their learning even further. 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 can be enhanced even further by introducing more images of diversity and difference in the environment.

The childminder identifies and works with children's starting points, which are sought from parents during initial settling-in visits. Highly successful partnerships have developed over time. Parents' express a very high regard for the childminder and her family. Parents' state how exceptional the childminder is and how rapidly their children are progressing in their learning. They work in partnership with the childminder to support children's learning and care needs. Parents regularly discuss the progress children make and what they do at home, so that the childminder can combine these interests in her planning. Children's progress records are meticulously maintained. The highly comprehensive observations and assessments completed by the childminder clearly record children's progress and the next steps in their learning. These are used successfully in future planning. As a result, children thrive and make exceptional progress in this extremely supportive learning environment. The varied range of experiences build on the excellent progress children make with the childminder and prepares them exceptionally well for their future move to nursery and later onto school.

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

The childminder is highly skilled in supporting children and their parents. She is a very kind and caring person with a calm and sensitive disposition. Therefore, she effectively supports children to form very secure emotional attachments and exceptionally close relationships with her and her family. By providing this strong foundation for children, they thrive and rapidly develop in all aspects of their learning. This is because they feel emotionally safe and secure. The childminder listens carefully to parents to ensure their wishes are meticulously followed and children's individual needs are effectively met at all times. The emotional security for children is exemplary. They respond by constantly showing her affection through facial expression and physical cuddles. The childminder supports children's well-being exceedingly well by offering constant praise and encouragement to help them to reach their full potential. Their personal and emotional development is further enhanced because she gives them her undivided attention and gets down to their level to play. The childminder carefully reassures children when they are tired or unwell. Children are very well behaved and well mannered because the childminder sets clear boundaries for good behaviour and represents an excellent role model to them. They flourish in this fully inclusive, welcoming environment. The safe environment enables children to explore and investigate independently while the childminder observes their safety. She is on-hand to explain to them when the things they do are not appropriate but allows them to identify hazards and dangers for themselves. This means that children learn to keep themselves safe through instruction. For instance, before children start to climb on the climbing frame in the garden, the childminder reminds them to take off the binoculars from around their necks and explains the reasons to them.

Children become independent in their self-care through the ongoing encouragement of the childminder. Before playing outside, children are encouraged to find their own shoes and coats and to 'have a go' at putting them on independently. When children indicate that they cannot manage, the childminder gives gentle encouragement, which helps them to learn to persevere and enjoy the sense of achievement when they succeed. Children learn from an early age about robust hygiene practices and keeping their hands washed and free from germs. All areas of the family home are clean and well maintained. Children learn to sit at the table and use impeccable manners. They have access to a range of healthy snacks and meals and are able to recognise foods that are healthy for them due to careful guidance from the childminder.

Children use wheeled toys, bicycles and cars to develop their physical skills and learn that exercise is very important in promoting their health and well-being. They enjoy playing on the see-saw and through careful guidance from the childminder, they learn to balance and move up and down as well as from left to right. The indoor and outdoor environment is exceptionally well organised and child orientated. Children are provided with highly stimulating, exciting and interesting activities and resources that are high quality and well organised to enable children to make independent choices about what they want to do. The childminder takes photographs of the resources, so that children can use a photographic book to choose additional resources that are stored in the garage. The

childminder prepares children exceptionally well for their transitions to nursery and later onto school by helping them to gain the skills they require.

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 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 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 by working alongside her co-childminder, who is an extremely experienced childminder. They both work extremely well together as a team to provide excellent, high quality childcare. The childminder continues to develop and improve her continuous professional development by attending an abundance of relevant training courses with her co-childminder. She demonstrates an excellent ability to put into practice what she learns on the courses. For example, she has developed her skills in sign language, speech and language development and characteristics of effective learning. This has enhanced her

ability to communicate effectively with the children, in order to maximise their learning potential in all areas of their development. 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

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	EY462796
Local authority	Lancashire
Inspection number	940539
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
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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