

Inspection date	26/03/2014
Previous inspection date	08/03/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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 make outstanding progress and develop the skills they need for their future learning and starting school due to their childminder's exceptional ability to observe and assess their developmental achievements and move them on in their learning.
- The childminder works extremely well with parents and her assistants to meet children's individual needs.
- Children are provided with a highly stimulating environment and a wealth of resources, activities and experiences that successfully promote their interest in learning.
- Children are exceptionally happy and settled because the childminder and her assistant have a very caring approach and make learning fun and exciting as they respond excitedly to the choices that children make during their play.
- The childminder constantly reflects on the quality of the provision and introduces numerous new initiatives that significantly improve outcomes for children.

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 indoor activities in the childminders home.
- The inspector talked with the childminder, one of her assistants working with her on the day of the inspection and children at appropriate times.
- The inspector looked at a sample of documentation, including children's developmental records and discussed self-evaluation.
- The inspector took account of parent's comments through discussion and within documentation.

Inspector

Catherine Greenwood

Full report

Information about the setting

The childminder registered in 1999. She lives with her husband and two adult sons in a detached bungalow in Seaview on the Isle of Wight. The whole of the premises is registered for childminding and there is a garden available for outdoor play. The childminder keeps two dogs and a parrot as pets. The premises are in close proximity to schools, shops, parks, woods and beaches. The childminder works with two assistants. There are 14 children under eight years on roll, of which eight are in the early years age range. Most children currently on roll attend on a part-time basis. The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder also offers care to children from the end of the early years to 11 years. The provision operates Monday to Friday for most of the year.

What the setting needs to do to improve further

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

- consider additional ways to children's move to school to help them settle and feel secure.

Inspection judgements

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

The childminder establishes an excellent working relationship with parents and her childminding assistants to meet children's individual needs and successfully promote their learning. She uses her expert knowledge of the areas of learning to provide fun, rich, varied and imaginative experiences. Consequently, children make outstanding progress, are exceptionally happy and motivated in their play and are keen to have a go at everything on offer. For example, they play with a variety of items in a water tray and use tweezers and their hands to transfer different sized fluffy balls into ice trays. The childminder and her assistants show great enthusiasm as they join in children's play and use their very good knowledge of their children's achievements to extend their learning. Children are animated communicators, due to the positive example the childminder provides as she engages with children during their play. Children are very receptive to hearing and using new words, which helps build their vocabulary. The childminder talks aloud, repeats words they children use, and asks them about what they see during activities.

The childminder provides children with an exceptional range of experiences that capture their interest in learning. For example, she takes them to the beach; the park; a monastery to see and feed piglets; a castle and a local farm to feed the baby lambs. In addition the childminder attends and to regular toddler session and music and movement

groups with the children. The childminder successfully helps children develop an interest in books and make real life associations. For example, in relation to a story about a 'red hen', she takes them on visits to a working mill where they grind grain in millstones to create flour. The childminder extends their learning by providing opportunities for them to use the flour to make bread which they eat at mealtimes. The childminder regularly takes children to local meadows where they run freely and enjoy collecting natural items in bags, such as pine cones, stones and drift wood. She then provides activities for them to make the items into mobiles which she hangs in the garden. Children have good opportunities to develop their physical abilities. For example, the childminder puts babies on the floor on a mat and offers encouragement as they attempt to push themselves up on their hands. She carefully considers the range of activities she provides and introduces numerous resources that provide them with challenge. For example, sensory boxes with an exceptional range of resources that encourage children to play freely and develop independence in their play.

The childminder and her usual assistant have an exceptional knowledge of children's progress which they use to promote children's learning. The childminder makes excellent use of observation and assessment system to record information about children's progress and development. She always knows what stage children have reached and how to move them on in their learning through a fun range of activities. The childminder works exceptionally well with parents and frequently involves them in children's learning and development. She keeps parents extremely well informed about their children's achievements and progress through daily discussions and a secure on-line assessment system. Consequently, there is a unified approach to meeting children's individual needs.

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

The childminder and her assistant have an affectionate and caring approach and form close emotional attachments with the children. They work together well, adapting their approach according to children's individual needs. They give them lots of love and individual attention so they feel happy and secure. Consequently, children who are initially anxious about separating from their parents settle and enjoy being in the childminders care. Some children have made exceptional progress in forming positive relationships with other children, which can be seen as they spontaneously decide to give babies a hug. Children are extremely well behaved. The childminder quickly responds to any minor incidents and explains to them about using 'kind hands'. She promotes children's social skills by joining up with other registered childminders for outings and events. The childminder takes children to a toddler group where they learn to take part in group activities and widen their friendships. The childminder challenges children to think and find out more and motivates them to try things for themselves.

Children's good health is well promoted. The childminder adapts the food she provides to meet children's individual needs and compliment what they have at home. She provides opportunities for all children to sit and eat together and develop independence as they help themselves at teatime and make their own sandwiches. The childminder works closely with parents to offer advice on how to move children on to a well balanced diet

and encourage them to eat well at mealtimes. She sends all parents information related to voluntary food and drink guidelines for early years settings, with examples of healthy menus. Consequently, parents are well supported in promoting children's good health at home. The childminder plans activities to promote children's awareness of healthy options. For example, she plays 'eat well games' with pictures of food for children to sort into healthy groups on a cardboard plate. The childminder and her assistants support children to manage their own personal needs. Consequently, children learn self-care skills. For example, as they wash their hands before eating.

Children are provided with a highly stimulating environment and a wealth of indoor and outdoor resources that successfully promote their interest in learning. The spacious playroom and the outdoor play areas are exceptionally well organised. Children enjoy playing on tree stumps sunk into a soft surface and using resources in an outdoor 'mud kitchen'. The childminder constantly talks to children to help them learn about their own safety. She plays a 'stop, go' game in safe areas so children learn to listen and follow instructions to keep themselves safe. Consequently, some children gain an understanding of the firm boundaries the childminder sets and quickly learn what is expected. The childminder fully embraces children's individuality and different backgrounds. She uses stories, games on a computer tablet and dolls to promote children's awareness of similarities and differences between themselves and others. The childminder establishes close links with the local school and invites teachers into her home to discuss children's individual needs. However, she has not fully considered ways in which she can introduce resources to enhance children's emotional preparation for moving to school.

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

Since the last inspection the childminder and one of her assistants have attended safeguarding training, which has increased their knowledge and understanding of how to safeguard children's welfare and respond to any concerns. The premises are safe and secure. The childminder uses risk assessments effectively in practice to reduce hazards according to children's individual needs and stage of development. For example, she uses a buggy and reins for some younger children on outings to successfully keep them safe at all times. Children are well supervised. The childminder understands and meets the requirements as set out in the Statutory Framework for the Early Years Foundation Stage. Since the last inspection she has completed Early Years Foundation Stage training and training on how to support children with special educational needs. Both these courses have increased her understanding of how to complete observations and move children onto the next stage in their learning so they can reach their full potential.

The childminder regularly completes searches on the internet to provide children with an exemplary range of activities. She responds to the choices children make and using her excellent knowledge of what they enjoy doing to extend their learning. For example, when children show fascination as they see refuse trucks on outings, she creates opportunities for them to use associated resources in different media, such as water and shaving foam. The childminder adapts her approach to meet children's individual needs and reduce gaps

in their development. For example, she promotes children's language by encouraging them to join in stories and spends lots of one to one time talking with them during their play. Self-evaluation is excellent. Since the last inspection the childminder has made numerous changes that have significantly improved the quality of the provision, particularly in relation to the transformation of the outdoor play area. The childminder has used children's enthusiasm for playing with a mud kitchen to create a large undercover area that allows them to use it all year round. In addition, the childminder has made improvements to the playroom. She has fitted a low level wall mirror for babies to use to develop their sense of identity and obtained a bookcase that makes books more visible and accessible for children to choose. In addition, she has fitted a suspended ceiling in the playroom which makes it warmer and a more inviting place for children to play. Recommendations made at the last inspection have been met. The childminder has introduced a secure electronic website to record children's progress and next steps for their learning. Consequently, she has up to date information that is shared with parents, which they can access at any time using a secure password.

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	125591
Local authority	Isle of Wight
Inspection number	965425
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	08/03/2011
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
Manchester
M1 2WD

T: 0300 123 4234
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