

Inspection date	20/08/2014
Previous inspection date	18/06/2009

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

- The quality of teaching is excellent because the childminder has an in-depth understanding of how young children learn. She provides a wealth of stimulating activities for children in her care. As a result, they are eager to learn and make rapid progress from their starting points.
- The childminder provides excellent opportunities for children to explore their senses and extend their creativity. They are encouraged to investigate a rich and imaginative range of media and materials inside and in the stimulating outdoor play area.
- The childminder uses a wide range of highly effective and individual methods to engage with and share information with parents. As a result, parents can continue their child's learning at home.
- The childminder has a comprehensive understanding of safeguarding and implements highly effective policies and procedures to ensure children are safe and their well-being is promoted.
- The childminder is highly professional and dedicated to ensuring that all aspects of the provision are met to an excellent standard. Her thorough self-evaluation promotes the continual development of her provision and reflects the very high expectations she has of herself and her co-workers to ensure that children receive high quality childcare.

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 had a tour of the premises and observed children playing.
- The inspector looked at children's learning journey records, a selection of policies and children's records.
The inspector spoke with the childminder, her co-childminder and children at appropriate times throughout the inspection and involved the childminder and her co-childminder in a joint observation of an activity.
- The inspector took account of the information provided in the childminder's self-evaluation document and through written parental comments provided for the inspection.
- The inspector checked evidence of the childminder's qualifications and suitability of adult household members.

Inspector

Julie Morrison

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and son aged 15 years in Hartlepool. The childminder also works with a co-childminder and two assistants. The whole of the ground floor and the bathroom on the first floor, of the childminder's house is used for childminding. There is a garden for outdoor play. The family has two pet dogs. She collects children from the local schools.

There are currently 13 children on roll, 10 of whom are in the early years age range and they attend for a variety of sessions. The childminder provides funded education for two-, three- and four-year old children. The childminding provision operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years qualification at level 6. The childminder is a member of the 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:

- enhance opportunities for children to further develop their literacy skills by further extending the use of labels and name cards both inside and outside of the setting.

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 to support children's learning and development needs. This is because the childminder and her co-childminder attend relevant training courses and conferences to ensure the provision is always innovative and progressive. Children thrive because the childminder ensures that parents have many opportunities to be highly involved in their child's learning. The childminder fully takes into account each parents individual needs so that she can obtain the best information she can from them about their children's likes, routines and what they can do. This enables her to establish an accurate picture of children's needs and their starting points. Children's progress is rapid, given their starting points, because the childminder is experienced and skilled in evaluating each child's learning and planning their next steps. Parents are consulted on a daily basis and the childminder and her co-childminder use a wide variety of methods to ensure that they are kept fully up-to-date about their child's achievements and progress. This includes, verbal feedback and using an online tool for sharing observations of children's learning. The childminder also sends parents regular photographs of their children, with captions of what the children have learnt and what their next steps are. In addition, the childminder provides parents with a wide range of resources which they can use to extend their child's learning at home. For example, she

sends home bags of recycled materials and asks parents to post a picture of what they and their child have made together. As a result, parents are highly complimentary about the service provided, rating it as 'five star' and stating that the childminder 'goes the extra mile'. The progress check that is completed for children between the ages of two and three years involves parents fully and is followed up with additional support, if required. The childminder has excellent relationships with local professionals and also has an accreditation with the I CAN communication charity. This enables her to support children's additional communication and language needs very well.

The childminder has high expectations of each child, continuously using language and questioning techniques to help children to think critically. This helps children to make links with past experiences to help them solve current problems. The childminder enthuses children and knows how to motivate them. When children ask for help, the childminder offers suggestions so children can find solutions themselves and continue with their own lines of exploration, stepping in sensitively to model ideas as appropriate. This ensures children remain part of their own learning and development which builds on their self-esteem. This is demonstrated when children use blocks to build a tower. The childminder supports them to think about what they could do to make it stronger. She introduces a wide range of language, such as narrow and wide into the activity and encourages children to continually reflect on how strong it is and compare it to their previous attempts. The childminder uses mathematical language throughout the activity, encouraging children to count how many more pieces they need and encouraging them to compare the different size and shape of blocks. The children independently use a tape measure, talking to each other about how big the tower is, comparing it to themselves and reading the numbers to identify the size. This supports children's mathematical and problem solving skills very well.

An excellent range of open-ended resources are provided which follow children's interests as they change over time. For example, children have shown a great interest in dinosaurs following the finding of an egg in the garden, which they stated was a dinosaur egg. The childminder builds on this interest providing a range of resources, such as different size dinosaurs, tongs and hard boiled eggs for them to explore. A white board shows the daily learning intentions for each child; this ensures that the childminder, her co-childminder and assistants are fully aware of each child's next steps in learning. This extends all children's learning very well. For example, the childminder provides large tongs to encourage the younger children to develop their pincer grip as they try to pick up the small dinosaurs. Older children are encouraged to find the egg with their name on, or to spell out the letters to read egg. However, some opportunities are not fully maximised for children to see and use more labels and name cards as they play and discover, enhancing their very good literacy skills further. Children have excellent opportunities to learn about the world around them, for example, they learn simple words and phrases in preparation for visiting family abroad. Books are available in different languages, including Arabic, to reflect some of the children's religious backgrounds. This means that children learn to respect and appreciate differences in people from an early age. The children use their imagination extremely well at the setting, for example, they have great fun sitting on and rolling large wooden reels. They excitedly exclaim that they are wheelchairs and they can race them. The childminder uses this impromptu activity to encourage the children to

recall and talk about events from the past, such as the Paralympic games.

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

Children are clearly very happy and exceptionally settled in the childminder's care. This is because she is extremely warm, caring and nurturing with the children. The childminder establishes highly effective partnerships with parents from the very beginning. She meets with parents in their own home prior to children starting to attend where she discusses children's individual needs, abilities and personal routines. In addition, children are invited for settling in sessions. This helps them to get to know the childminder, her co-childminder and assistants. This also supports children's emotional well-being very well during the move from their home into the childminder's care. Children's individual cultural and religious backgrounds are included exceptionally well at the setting. For example, the childminder displays photographs to remind children of family members who live in other countries and she works with the children using Arabic books as they try to learn a new language.

Children develop excellent personal hygiene skills, this is evident as children explain that they wash their hands and use the bathroom independently. The childminder is sensitive to and respectful of children's individual religious needs, for example, she gives children space and privacy to wash in preparation for prayer as they complete wudu. This also provides excellent opportunities for all children to learn about and respect diversity within the setting. All adults, including visitors, are encouraged to act as excellent role models, for example, using anti-bacterial gel on entry to the setting. The childminder's commitment to promoting children's good health is evidenced as the service achieved a healthy early years setting award. Children are actively involved in their own healthy lifestyles, as they help to shell peas for snack and they talk about the benefits of exercise and rest. The childminder has an excellent understanding of children's dietary requirements and these are fully incorporated into the healthy meals and snacks she provides. In addition, parents often contribute prepared meals, which allow all children to try new foods and flavours from around the world. Children are very aware of keeping safe because the childminder talks to them about taking care of themselves and each other. This is evident as even young children remind older children to be careful as they run around outside. Children know how to exit the house safely in an emergency because they take part in regular fire drills. The childminder has an excellent understanding of the importance of supporting children to manage some risks in a safe and supported environment, for example, she supports them to use stools safely so they can reach higher when drawing outside. In this way, children are developing an excellent understanding of how to keep safe and manage risks while in her care.

The childminder supports children very well to develop the skills, confidence and independence they need as they move on to the next stage of their learning at nursery or school. For example, she uses books to promote discussion about going to school and takes children for visits to meet their new teachers. In addition, children develop their self-care skills very well as they use the bathroom independently and dress themselves. Children behave very well in the childminder's care. This is because the childminder is very

sensitive to children's individual needs and feelings. For example, she encourages children to think about how other children feel and to seek support when needed. The childminder is a forest school childcare provider and as such, makes full use of the outdoor area. She provides a highly stimulating play environment with child-accessible resources. This challenges children to be independent, imaginative and inquisitive learners.

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

The childminder gives safeguarding a very high priority and is fully aware of her roles and responsibilities to ensure children are protected from harm. Extremely thorough safeguarding policies and procedures are shared with parents and underpin the excellent practice. The childminder has a very secure knowledge of the signs and symptoms of abuse and neglect; and is confident about what to do and who to contact in the event of a child protection concern. Accurately maintained records also ensure children's welfare is meticulously protected. Security systems, such as locked doors and the vetting and recording of visitors, ensure that children are kept safe from unwanted intruders. Comprehensive risk assessments along with daily checks of the premises and appropriate safety equipment, ensure children's safety remains paramount. As a result, children's safety and well-being is exceptionally well promoted.

The childminder has comprehensive knowledge of her responsibilities in understanding and implementing the Early Years Foundation Stage. She is exceptional in fulfilling her responsibilities by ensuring she continuously upgrades her knowledge and skills through courses and research. The childminder has a highly effective system of self-reflection and self-development in place for herself, her co-childminder and her assistants. This includes regular appraisals and completing continual professional development. The childminder ensures that all training and good practice is shared with her co-workers and that they reflect on the impact it has on their work. For example, following her attendance at a recent early years conference, the childminder has shared information with parents about how to fully engage and excite children when reading stories. The childminder and her co-workers informally observe each other's work to offer advice and discuss areas for improvement in their practice. This ensures consistency of approach for all children and reflects their high expectations of each other and, consequently, ensures the best teaching for all children. The childminder and co-workers utilise the Ofsted self-evaluation form along with a 'further analysis of strengths and weaknesses for assessing their priorities for the year ahead and to enhance the already excellent provision. This includes formalising their peer observations and further training. The childminder has fully addressed the recommendation raised at the previous inspection. This has resulted in enhancing the systems to work with parents to support children as they move from home into the childminder's care. This further evidences the childminder's commitment to providing excellent quality care. The high quality of qualifications held by the childminder promotes an outstanding educational programme and ensures experiences have sufficient depth, breadth and challenge, which reflect the interests of each child and are appropriately tailored across all ages and abilities to meet the needs of all children. Consequently, children's progress towards the early learning goals is significantly enhanced.

The childminder and her co-workers have developed excellent relationships with parents and other professionals to ensure that all children's individual needs are exceptionally well met. For example, she liaises with social workers and attends meetings regarding funded two-year old children. Feedback from parents and other professionals is extremely supportive, for example, professionals praise her and her co-childminder for the hard work and dedication they have shown and commend them on their commitment to the children's development. There are currently no children with special educational needs and/or disabilities in attendance; however, the childminder is able to discuss how she has previously supported children through her excellent interagency work, replicating this in the future as and when necessary. The childminder has an excellent support network and is willing to share her good practice and learn from others. She is innovative and dedicated to her role and she and her co-workers provide an excellent service for children and families who attend their setting.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY291887
Local authority	Hartlepool
Inspection number	848777
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	18/06/2009
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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