

<b>Inspection date</b>	21/08/2014
Previous inspection date	10/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 childminder is extremely creative and activities and experiences are rich, varied and imaginative. As a result of his excellent teaching skills, children are highly motivated to learn and subsequently, make outstanding progress towards the early learning goals.
- The childminder is highly skilled and sensitive, which helps children to form close emotional attachments so that they feel very safe and secure within the setting. This provides an exceptionally strong foundation to enable them to develop their independence and motivates them to explore.
- The childminder comprehensively and successfully minimises potential risks. His expert knowledge of the signs and symptoms of abuse and awareness of his responsibility to protect children ensures that they are effectively safeguarded.
- The childminder is enthusiastic and committed to excellence and maintaining high quality care and education. Observations and assessments are extremely focused and precise, ensuring children's needs are consistently met. Consequently, children thrive and make rapid progress in their learning and development.
- The childminder provides an excellent range of accessible resources and outdoor learning opportunities that inspire children and ignite their curiosity as they explore, investigate and become active learners. As a result, high levels of learning take place as children become confident and self-assured.
- Highly effective partnerships with parents, external professionals and other early years providers make a superb contribution to meeting children's individual needs.

## 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 undertook a tour of the premises and observed and talked with children as they played in the living room, playroom and craft room.
- The inspector held discussions with the childminder and co-childminder at appropriate times during the inspection.
- The inspector checked evidence of the suitability and qualifications of the childminder, co-childminder and assistants.
- The inspector spoke with parents and carers and viewed testimonials, taking their views into account.
- The inspector conducted a joint observation with the childminder.
- The inspector viewed a wide range of documentation, including children's learning files, planning documents, relevant policies and procedures and the childminders self-evaluation form.

**Inspector**  
Janice Caryl

## Full report

### Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife who is also a registered childminder, in a bungalow in Slyne, near Lancaster, Lancashire. The childminder is also registered to work with an assistant. The whole of the house, except for the front garden and one bedroom is used for childminding. Children have access to a rear garden for outdoor play. He visits the shops, park and local amenities on a regular basis. The childminder collects children from the local schools. There are currently 21 children on roll, 14 of whom are in the early years age range and attend for a variety of sessions. The childminding provision operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant level 3 qualification in early years childcare and education. He supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder receives funding for the provision of free early education for two-, three- and four-year-old children. He is also a community childminder providing support for children needing respite care. The childminder is an accredited member of a local childminding network.

### What the setting needs to do to improve further

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

- enhance and build on the already excellent provision for children's outdoor learning by making it even richer in print and number.

## Inspection judgements

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

The childminder is inspiring, highly motivated and demonstrates an excellent knowledge of how to promote children's learning through play. He works closely alongside his co-childminder to observe and assess the children in his care. His observations are sharply focused, precise and link closely to the areas of learning. He carefully plans children's next steps, which inform the future planning for individual children. These feed into the general topic themes planned, resulting in a rich and varied programme of activities and experiences. As a result, children are highly stimulated, their needs are effectively met and they are exceptionally well prepared for school and any future learning. The use of the 'All about me' records and tracking of children's progress are outstanding. These are regularly reviewed and effectively identify whether there are any gaps in children's development. As a result, children in need of possible additional support are easily identified to enable early intervention to be sought as necessary.

The childminder is extremely creative and uses his skills to create imaginative and exciting

learning opportunities for all children. He teaches children the processes involved in making bread. Children listen attentively as he explains how flour is made. He enhances the learning process by helping children make links with their home experiences as they engage in conversation about the wheat in their breakfast cereals. The childminder fully involves all the children regardless of their age or ability by differentiating aspects of the activity. For example, some children benefit from exploring the flour on the table, while others manage to add spoons of flour on to the balance scales. All the children enjoy counting the number of spoonfuls it takes to tip the balance, developing their early mathematical skills. The childminder motivates and entices children to wait in anticipation for the scales to move. Children shout with delight as it happens, actively learning about weight and measure. Children get the opportunity to develop their physical skills as they knead the dough, making it more pliable. The childminder promotes mathematical language as children cut the dough into halves and quarters, portioning the bread dough into mini loaves. The childminder is highly skilled at linking activities together to enhance children's learning of specific concepts. For example, he teaches children about how yeast expands to help make the bread rise. He effectively reinforces children's learning and ignites their curiosity by repeating the process using other ingredients. Children are fascinated as the childminder re-creates this through a make-believe volcano. Children use magnifying glasses to closely observe the bubbles as the volcano erupts. The childminder follows children's interests as they continue to investigate other items in the setting and aspects of their own bodies. Children's exploratory impulses are enhanced as the childminder uses information technology to stimulate the children's interests further. For example, he attaches a digital microscope to the computer so that children can observe their skin and teeth on the screen. Outdoor play opportunities are extensive. Children enjoy making dens, using their imagination to re-create experiences. They enjoy reading books under the willow tree or chatting to the willow man, a face fixed onto the tree trunk. This promotes early literacy and enjoyment of books. It also provides opportunities for children to share their feelings and emotions, supporting personal, social and emotional development. Children have sand and water to explore and enjoy, developing physical and mathematical skills as they empty, fill, create structures and learn about different properties. The childminder teaches them about how things work as they enjoy using the water pump. The childminder has placed some letters and numbers outdoors to support children's early literacy and numeracy. However, there is room to enhance the environment even further by making it even richer in print and number.

The childminder gathers detailed information from parents to establish what children can do. He builds on this information by completing baseline assessments to use as a starting point for their future learning and development needs. Relationships with parents and carers are strong and secure and feelings of mutual trust and respect are established. He shares children's individual learning records, which are maintained to a very high standard. They contain observations, photographs, progress reports and examples of work. As a result, parents are kept fully informed of how their children are progressing. The childminder involves parents and carers even further by sharing story bags and props. Parents are invited to contribute to the planning by suggesting different activities or sharing experiences. Consequently, children's learning is positively enhanced because parents are fully involved in their children's learning from the point of entry into the setting.

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

The childminder is calm, considerate and extremely sensitive towards children. He is fully aware of their needs and is instinctively attuned to their feelings and emotions. Consequently, attachments are secure and strong bonds are formed promoting high levels of emotional well-being for all children. Children show their confidence and self-assurance with the childminder as they confidently ask for help and make requests. The childminder is extremely responsive, attending to their needs as required, supporting children's personal, social and emotional development. The environment is highly stimulating as well as nurturing. Children have access to different areas where they can play, rest and eat. This results in children benefiting from optimum experiences that continuously meet their needs. The childminder values and respects all children by providing a totally inclusive environment. Positive images, multicultural artefacts, books and resources support children's learning about how other people live. As a result, children learn to accept each other's differences as part of everyday society. The childminder is highly proficient in supporting children in managing their behaviour. He remains calm, is consistent and provides clear explanations to children, relative to their age and stage of development. In addition, he helps children to manage their emotions by using books, puppets and displaying posters. As a result, children are happy, content and secure in their care and learning environment. Children are highly motivated to learn and they confidently choose resources to play with and learn from. The childminder gives children many opportunities to explore. The excellent range of resources and opportunities available promote independence and development in self-help skills. For example, the specific cloakroom area is conducive to teaching children to put on and take off outdoor clothing, shoes and boots. This also gives children a sense of belonging as they recognise their own coat peg label to place their belongings. Children have their own toilet and hand washing facilities, where they learn the skills of basic hygiene. The childminder is an excellent role model as he demonstrates the technique of good hand washing before eating snacks.

Children learn about positive eating habits through discussions with the childminder about foods that help their bodies grow. Children enjoy sharing a healthy and nutritious plate of fresh fruit at snack time. They have a selection of different breads to try as part of the topic on food, linking into the earlier bread making activity. Consequently, children develop an understanding of healthy food choices and learn how food is made and where it comes from. They are exceptionally well informed about how their bodies work, how to look after themselves and keep physically active. This is because the childminder provides a wealth of opportunities to teach them. He uses a life-size skeleton as he explains to children how their bones link together. He sings songs and encourages movement, such as 'heads and shoulders, knees and toes'. He uses a microscope to show children how parts of their bodies look. As a result, children's learning experiences are wide, varied and stimulating as they develop an understanding of their bodies. Children benefit highly from the extensive range of outdoor play equipment. They are able to climb, balance and negotiate the different levels of the climbing frame. The childminder and his co-childminder hold sports days where children have fun competing as they benefit from the physical activity. The opportunities and space available helps children gain a good level of understanding about risk and how to manage their environment. In addition, the

childminder teaches children about road safety and to be aware of strangers or pets that they are unfamiliar with. Consequently, children learn about hazards in the environment and how to manage them safely.

Children are exceptionally well prepared for their next stage in learning. The childminder has established extremely strong links with all the pre-schools, nurseries and schools that children will attend. Consequently, communication between other providers is highly effective, promoting efficient shared care and learning experiences. As a result, children's needs are met through highly effective continuity. Children going to school are superbly supported in becoming familiar with teaching staff. This is because he invites the staff to the setting where they meet children, look at the learning files and discuss progress. In addition, the childminder and the children look at photographs of teaching personnel and discuss the different routines they are likely to encounter. Children are further supported because they have access to a wide range of books about starting school, which they can independently access, read together and discuss. Consequently, children are emotionally well prepared for school.

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

The childminder has an excellent understanding of his responsibilities to meet the safeguarding and welfare requirements. He has undertaken several training courses to raise awareness of how to care for different vulnerable groups of children. He has a thorough knowledge of the local child protection procedures. His knowledge and understanding is evident as he explains what to do should he have a concern over a child's welfare. The safeguarding policy is clear and comprehensive and includes all the relevant contact information needed, if required. As a result, children are effectively safeguarded and helped to be protected from harm or abuse. The childminder maintains a very clean, safe and hygienic home environment. Visitors are vetted as they arrive and the front door is securely locked and alarmed. This helps to protect children from unwanted intruders and ensures children are always kept safe and secure. The childminder ensures that all areas of the house and garden are checked on a daily basis so that children can play safely. He and his co-childminder complete robust risk assessments on areas within the house, garden and for any outings. This helps to ensure that all hazards are minimised, keeping children safe.

The childminder's knowledge of the learning and development requirements is excellent. As a result, the educational programme is highly innovative and exemplary. The childminder effectively monitors children's progress by completing progress tracking sheets. He shares these with parents in a timely fashion and includes the progress check for children aged between the age of two and three years. As a result, children's needs are effectively met with any gaps in learning identified early. He strives for continual improvement and is highly reflective of his practice. This results in children receiving a first-class programme of activities which are exceptionally stimulating and creative. He is keen to update his professional development at all times and works closely with his co-childminder and the local authority adviser to ensure the high quality standards are consistently maintained.

Parents are encouraged to have an active voice in their child's care and education. The childminder ensures that information, regarding children's needs, likes and dislikes, is effectively shared on entry to the setting. The home-to-setting communication book provides an excellent means of sharing messages and observations of children's learning. Parents enjoy having a chat with the childminder when they pick up their children. They comment that this is a valuable part of the day, where they can talk about their child and how they are progressing. Learning files for children are well written and shared regularly with parents. This means that they are always kept fully informed of how well their child is progressing. Displays in the entrance porch provide a wealth of information about the operational management of the setting. For example, registration certificates and insurance documents are displayed. Parents are able to look at any planning, make suggestions, view events happening in the community, and peruse the policies and procedures. Furthermore, parents are able to view the digital screen of their children taking part in activities at the setting. Parents are thrilled with the rapid progress children make. The childminder establishes outstanding relationships with other providers and external agencies. Consistent communication sharing and strong links with the local schools and nurseries help ensure that children are supported exceptionally well.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	405162
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	847923
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	21
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/06/2009
<b>Telephone number</b>	

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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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