

Inspection date	19/09/2014
Previous inspection date	03/11/2008

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 excellent understanding of how young children learn. She places a superb focus on children's individual learning needs and uses her highly effective skills in observation, assessment and planning to ensure all children make rapid progress in their learning and development.
- Children have exceptionally strong attachments to the childminder. They are extremely happy, confident and self-assured in this homely and welcoming provision. They explore their environment with confidence and their emotional well-being is supported exceedingly well.
- The childminder has an in-depth knowledge and understanding of the safeguarding and welfare requirements. This ensures that children remain exceedingly safe and secure while in her care.
- An excellent partnership exists between the childminder and parents. This enables parents to become highly involved in their child's welfare and learning.
- This highly dedicated, inspirational childminder continually updates her own professional development by attending a variety of training courses. She effectively evaluates and monitors her practice, taking into account the views of parents and children. As a result, she has a very strong capacity to further improve this already 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 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 viewed the premises used for childminding.
The inspector sampled children's assessment records and the planning
- documentation, and looked at a selection of policies and procedures, including those for safeguarding and risk assessments.
- The inspector carried out a joint observation with the childminder and discussed children's learning and development.
- The inspector checked evidence of the suitability and qualifications of the childminder, co-childminder, their assistants, and their self-evaluation form.
The inspector talked to the children, the childminder and her assistant at
- appropriate times throughout the inspection and observed a variety of activities, both indoors and outdoors.
- The inspector took account of the views of parents spoken to on the day and by reading comments on questionnaires and in letters.

Inspector

Rachel Howell

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband who is also a registered childminder, one adult child and two children aged 15 and 10 years Holcot, Northamptonshire. She also works with an assistant. The whole ground floor of the house, two bedrooms on the first floor and the rear garden are used for childminding. The family has a dog and two cats. The childminder operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. She also provides overnight care. There are currently 32 children on roll, 16 of whom are in the early years age group and attend for a variety of sessions. The childminder attends a variety of local stay and play groups, and visits local shops and parks regularly. Her co-childminder takes and collects children from the local schools and pre-schools. The childminder receives funding for three- and four-year-olds and holds an appropriate qualification at level 5. She is a member of the Professional Association for Childcare and Early Years and the local childminding association.

What the setting needs to do to improve further

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

- enhance further the provision for babies by offering them more regular access to open-ended exploration of natural and heuristic items, in order to support their sensory play and creative thinking skills.

Inspection judgements

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

The quality of teaching is excellent. This well-qualified childminder has an in-depth knowledge of the learning and development requirements of the Early Years Foundation Stage. She and her co-childminder have very high expectations of themselves, their assistants and the children in their care. The childminder values parents' role as first educators. She collects detailed information about all aspects of children's prior learning and development, and expertly uses this to assess their starting points. She continues to track children's progress through precise observations and accurate assessments, and effectively plans for the next steps in children's learning and development. The childminder completes the progress check for children aged between two and three years and provides regular, comprehensive and informative reports for parents. As a result, any gaps in children's learning and development are quickly identified and addressed through appropriate support. The designated playroom is extremely well set out to support children's interests and inspire them to use their skills and imagination when engaging in activities. Boxes and storage containers are clearly labelled with words and photographs of the contents, to encourage self-selection by younger children. However, there is scope to

enhance the already very good provision for babies' exploratory play by offering them more regular access to sensory based natural and heuristic items, such as metal pots, plastic bowls, pieces of fabric and assorted utensils. This is in order to support their sensory play and creative thinking skills.

The quality of teaching and learning is of a consistently high quality. The childminder is extremely receptive and responsive to the choices children make during their play. She allows children to choose activities for themselves and engages with them at appropriate times. The childminder constantly speaks with the children to promote their communication and language skills. She asks open questions skilfully to encourage children to consider their approach to activities. She supports their learning further by introducing additional resources to extend their play and subsequently their knowledge and understanding. For example, when the childminder supports children's exploration with the sand and role-play resources outside, the children display intense concentration as they cook imaginary meals with the sand, thoroughly enjoying the activity. Consequently, children are extremely well supported and inspired in their learning, and they are developing first-class skills and attitudes to prepare them for school.

The childminder and co-childminder excellently support literacy development through a varied range of strategies. For example, they lead regular story times, visit the local library for the children to select their own books, and encourage parents to borrow books from their own lending library. The childminder additionally suggests other ways parents might support their children's learning at home, such as through discussion and by outlining details on written observations of their children's learning. Partnerships with parents are very strong and considerably influence the children's overall development. Parents are fully involved in their child's learning. They are encouraged to provide information to the childminder about their child's achievements outside of the setting and pass on any new interests. This ensures that children benefit from continuity in their care and learning. The childminder takes children to larger social groups to mix with other children and for more physical play opportunities. As a result, children's physical development is promoted and they get used to being with other children from an early age, so they can settle more easily later on when they move on to the next stage in their learning.

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

Children are happy and relaxed within the childminder's home. Their self-esteem and confidence are continually enhanced through the praise, encouragement and acknowledgement of their achievements by the childminder. Children benefit from effective settling-in procedures that support them in the move between home and the setting. The childminder uses in-depth discussions with parents and a comprehensive 'All about me' booklet to gain an exceptional understanding of children's individual needs and interests and to provide tailor-made experiences. Furthermore, children develop a clear sense of belonging through the superb relationships they form with the childminder, and so flourish in her care. The emotional security she provides for children is outstanding. For example, she offers cuddles and compassion to children when they have had a bump or a fall, to help relieve their distress. Children's behaviour is exemplary because the childminder is an excellent role model. She has basic house rules, which she shares with

parents and children. The childminder provides additional support when children are struggling to understand expectations and she uses positive praise to acknowledge their achievements. As a result, children clearly understand what they are doing well.

The childminder is a highly skilled, sensitive and very responsive practitioner and fully supports children to become confident and capable individuals, which provides a solid foundation for their personal, social and emotional development. Children display excellent levels of independence and these are exceptionally well supported by the childminder. For example, a low-level hand washing station is set up next to the entrance from outside so that children automatically wash their hands after playing outside. Children also readily wash and dry their hands after finishing messy play, and with prompting, even the younger children independently wash their hands before mealtimes. For children who need a rest or a sleep during the day, the childminder provides cosy areas, sleep mats and individual cots where they can safely and comfortably sleep. Independence is also promoted at these times, as children are encouraged to collect their bedding bag and put their sheet on their sleep mat for themselves. As a result, children show high levels of confidence and self-awareness and are gaining some of the skills that they will need when they move on to the next stage in their learning.

Children have a superb understanding of healthy lifestyles because the childminder provides a range of healthy and nutritious snacks, such as cereal and fruit, and home-made meals. There is fresh drinking water available for children throughout the day. Food preparation is a learning experience for the children as they are supported in helping to prepare some of their food, such as making their own fresh fruit kebabs. As a result, children are very capable, piercing the fruit chunks carefully with the skewer and naming and tasting the fruit as they do so. The children begin to understand about safety when using sharp items, and younger children's understanding is reinforced very well through additional support by the childminder and her assistant. In this way, children learn to embrace challenge and begin to understand how to manage risks. Children have excellent opportunities for physical exercise. They have daily access to outdoor play in the inspiring garden and go regular outings to feed the ducks at the village pond, as well as weekly visits to local parks and an indoor play centre. The childminder's garden offers children rich and imaginative learning experiences that include climbing apparatus, sand play, an array of bikes and ride-on toys, den play and extensive exploratory and imaginative play opportunities, including a separate mud kitchen. Children are encouraged to try out new activities, mix materials and explore in their own preferred way. Consequently, they are very confident and capable learners and their emotional well-being is extremely high.

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

The childminder has an excellent in-depth understanding of her role and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She works exceptionally well with her co-childminder and their assistants, ensuring excellent practice in all areas of their provision. The childminder has a very secure knowledge of good safeguarding practice. She updates her own understanding through training and sourcing current good practice resources online. This ensures that she knows

and is able to follow the local procedures correctly, if she had any concerns about a child in her care. She also ensures that this safeguarding good practice is implemented across the provision, thereby fulfilling the recommendation set out in the last inspection. She has a very high regard for children's safety and cares for them in a highly child-centred environment. The childminder has a comprehensive range of policies and procedures in place to underpin her outstanding practice. Comprehensive risk assessments are in place for all areas of the home used for childminding, and also for outings and visits. Consequently, children are kept extremely safe in the childminder's care.

The childminder is extremely enthusiastic, highly motivated and fully committed to her work. She constantly seeks to further her professional development by attending a variety of relevant training, using her knowledge to improve practice across the whole provision. The childminder has an excellent reciprocal working relationship with her co-childminder, and they very effectively monitor and supervise the practice of both of their assistants. They all work as an extremely efficient team and ensure that they capitalise upon each other's strengths to maximise their effectiveness. The whole team ensures that all of their comprehensive systems are implemented and embedded into practice to lead a first-class childminding provision. As a result, all previous recommendations have been fully met. The childminder and her co-childminder are keenly aware of their strengths and formally outline areas for improvement on an ongoing basis, based on regular assessments of practice. The self-evaluation of the provision is a collaborative venture which gathers the views of all of those involved in the setting. The joint self-evaluation document identifies examples of where their practice is strong, as well as the areas in which they wish to further develop. They are constantly striving to provide the best they can for all of the children.

Partnership with parents is a particular strength of this setting. The childminder shares information, provides advice and support and regularly updates her displays. She has comprehensive and interesting developmental folders for every child that clearly shows their rapid progress and development over time. She regularly shares these files with parents and asks for their comments. Parents readily add their own observations and children's home learning experiences to the documents. Parents comment that they highly value the childminder's provision and how much time and effort both childminders put into the amazing and varied activities that they offer the children. They also say that they feel very well informed about all aspects of their children's care and learning. Extremely effective partnerships with feeder schools and nurseries ensure that children have continuity of care and are well supported during the transition period. The childminder takes children to their new setting. She shares individual progress until children fully change from her care to school. These partnerships effectively support children's emotional security and ensure continued progress in learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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. 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	221292
Local authority	Northamptonshire
Inspection number	865922
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	32
Name of provider	
Date of previous inspection	03/11/2008
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

