

Inspection date	23/09/2014
Previous inspection date	28/06/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
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 provides a language rich environment and outstanding support for all children, including those learning English as an additional language.
- The childminder skilfully plans and adapts the resources and activities to meet children's individual needs and enable them to develop their own ideas.
- The childminder has excellent partnerships with parents and other providers. This helps them work very successfully together and promote positive outcomes for children.
- Children benefit from the childminder's consistently very strong drive to provide the highest quality care and learning.
- Children form strong attachments and become confidently independent because the childminder gives children's welfare and safety the highest priority.

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 activities indoors and outdoors.
- The inspector carried out a joint observation with the childminder.
- The inspector checked safeguarding information and the premises.
- The inspector took account of parents' written feedback left for the inspection and the childminder's self-evaluation and parent survey.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Full report

Information about the setting

The childminder registered in 2011. She lives with her partner and school-aged child in Wells, Somerset. The whole of the property is used for childminding purposes and toilet facilities are on the first floor. There is a fully enclosed back garden for outside play. The family has a cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll; of these, four are in the early years age range. The childminder walks to pick up and drop off children at the local school and pre-school. She supports children learning English as an additional language. The childminder has an early years qualification at level 3.

What the setting needs to do to improve further

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

- consider extending children's use of information books further by using them more often in planned activities.

Inspection judgements

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

The childminder has a comprehensive knowledge of child development and each child's learning needs. She seeks extensive information from parents in order to help children settle quickly. This enables her to plan highly effectively as soon as children start at her setting. The childminder observes children to assess their enjoyment of activities and ensure she continues to challenge and motivate them to gain new skills and knowledge. In addition, she involves older children in planning activities and gives young children simple choices. This promotes children's involvement extremely well and gives them a sense of value. As a result, children develop an extremely positive attitude to learning. Children benefit from an excellent range of adult-led and child-initiated activities. The childminder records these in a diary enabling parents to talk to children about their day and continue learning at home. Consequently, all children make rapid progress in their learning and development. This prepares them exceptionally well for school.

The childminder follows children's lead and provides highly skilful support. She encourages children to learn together and from each other. For example, she asked older children if they remembered how to operate a toy and they then demonstrated this to younger children. This helps to support children's personal, social and emotional development successfully and build excellent relationships. The childminder thinks of exciting ways to promote children's learning, such as growing pumpkin seeds and using a digital camera to record their growth. Children have outstanding opportunities to initiate their own learning.

For example, young children turned on music and danced. The childminder extended their awareness of how to operate the machine by showing them how to adjust the volume. Children then spent time practising their new skill and moving in time to the music.

The childminder has an outstanding awareness of using planned activities to promote all areas of children's development. For example, children went on a nature walk to notice environmental changes and collect natural resources. The childminder then planned for children to use these resources with a range of tools and play dough. Children commented on the smell and colour of the dough. The childminder encouraged them to notice the effect the tools had, such as leaving zigzag lines. The natural objects the children had gathered encouraged discussions about autumn, such as squirrels eating hazelnuts and the leaves changing colour and becoming dry. When children were not sure about the difference between a nut and a conker, the childminder encouraged them to look more closely. She reminded them of the pictures they had seen. Although, she did not use the information books during the activity so that children could refer to them. The childminder posed excellent questions that meant children thought of alternative ways to cut the dough, such as using scissors or a knife. The childminder extends children's ideas by adding more resources, such as laminated pictures of a tractor with no wheels. As a result, children name shapes and sizes as they create wheels from the dough. The childminder makes learning fun and appropriate to each child. For example, she supported young children with noticing what happens when they roll a pine cone on the dough. Consequently, all children want to take part, are eager to learn and play is long lasting and imaginative.

Children learn to make decisions about how to solve a problem. They achieve their goal because the childminder provides an excellent role model encouraging them to find out through trial and error. For example, children counted how many scoops of sand they would need to make a sandcastle. Then they tipped it out to see if they were right. Young children find the right hole to post different shapes and older children notice when one is missing. The childminder demonstrates how to use equipment and gives children all the time they need to practise and master their new skills. She provides a language rich environment, supporting children extremely well in using words to describe their actions and understand about taking turns in conversations. Children are extremely confident communicators, including those learning English as an additional language. They use some words in their first language and quickly confirm they know the English also. Children are active learners, expressing their own ideas, making choices, being creative and thinking critically. The childminder's highly successful teaching prepares children extremely well for their next stage of learning and school.

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

Children display high levels of self-esteem and confidence because the childminder provides excellent support for their emotional well-being. The childminder has lengthy discussions with parents and exchanges extensive information in order to meet children's individual needs. Parents state that their children are eager to go to the childminder's home because she makes them welcome and provides a highly stimulating range of

activities. Children develop excellent independence, managing their personal hygiene and helping to prepare activities. Children peeled their own fruit and used a safe knife to cut it, for example. Children behave extremely well, responding positively to distraction and discussion about why there are some boundaries, such as not throwing sand. The childminder's highly effective support prepares children extremely well for moving on to another provider or school.

The childminder provides an enriching environment where children have outstanding use of resources both indoors and outdoors. She labels all resources with pictures and the written languages of all children attending. In addition, she provides a photographic resource book for children to make additional choices. The childminder makes full use of local facilities to enhance children's learning. For example, she takes children to the library where they gain a love of books and understanding of their community. The childminder gives extensive thought to how she can provide resources to promote all areas of development outdoors as well as indoors. For example, children create their own pictures and develop early writing skills through using chalks in the garden. Children use a good range of books, including for information, such as linking sounds with letters as they look through an alphabet book. The childminder encourages children to take books home to share with their family.

The safety and security of children is a clear priority for the childminder. Consequently, children thrive in her care. She attends training and keeps up to date with current safeguarding legislation. As a result, she has an excellent understanding of the procedures to follow should a child be at risk. She keeps her premises and equipment clean and hygienic, following excellent procedures to change nappies. Children have an outstanding awareness of developing a safe and healthy lifestyle. Even young children took a tissue and blew their nose and older children knew to dispose of the tissue in a bin, for example. They use individual towels after washing their hands to help prevent the spread of infection. Children independently remove their shoes when they go back indoors. Children enjoy being outdoors and gain an excellent awareness of the importance of exercise. They help themselves to fresh drinking water when thirsty and select nutritional snacks. In addition, they cook their own healthy snack, which enhances their understanding further.

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

The childminder has an exceptional understanding of how to meet the requirements of the Early Years Foundation Stage. She gives every consideration to safeguarding children and promoting their welfare. The childminder carries out her extensive risk assessments and ensures she takes every precaution to keep children safe both on and off the premises. She has an excellent understanding of maintaining confidentiality and keeping outstanding documentation for the highly efficient management of her setting. The childminder recognises the uniqueness of each child and meticulously monitors their development. This includes a written progress check for two-year-old children, enabling her to quickly identify any areas children may need additional support. This means that any gaps in children's development close rapidly and all children reach their full potential.

The childminder regularly evaluates her provision and personal development, gaining parents' feedback through discussions and questionnaires. She has extremely high standards and since her last inspection, she has gained a childcare qualification and is now planning to work towards a degree. This has had a significant impact on her knowledge of early education and consequently her provision for high quality care and learning. For example, she has stopped using an online system for observations. She now uses her own system which provides a much more personal and vibrant account of children's development. The childminder is highly reflective and continues to set actions to enhance her already outstanding service.

The childminder provides extensive information for parents regarding the purpose of her observations. This includes how she uses them to build on what children already know and to promote their learning. She provides extremely well documented policies and procedures for parents to know how she protects their children. The childminder has daily discussions with parents to help build trust and enable her to meet children's individual learning and care needs. Parents comment extremely positively on the sharing of information, including from schools and other providers children attend. The childminder has been proactive in liaising with other providers so that they can work together to be highly consistent and ensure children receive excellent experiences. These highly positive partnerships have a significant benefit and ensure excellent outcomes for children.

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	EY421027
Local authority	Somerset
Inspection number	845262
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	28/06/2011
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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