

Inspection date

02/10/2014

Previous inspection date

09/09/2008

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 consistently high. The childminder uses her expert knowledge of the children and the areas of learning to deliver rich and varied activities, which are stimulating and challenging.
- Children make rapid progress because assessments are sharply focused and monitored, involving parents and carers to target children's next steps in learning.
- Children are exceptionally well protected because the childminder has a detailed knowledge of local safeguarding procedures and implements highly effective methods of protecting the welfare of children.
- Children's emotional well-being is extremely well supported. This is because the childminder employs tailored settling in procedures and care to each child's individual needs, which result in strong, secure and enduring attachments, and confident children.
- The welcoming learning environment is superbly well-resourced to promote interesting and challenging activities inside and outdoors.
- Partnerships with parents and other professionals are extremely focused and effective in supporting children's care and learning and development. Consequently, children benefit from a consistent and collaborative approach, which means their needs are exceptionally well met.

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 areas of the premises and garden used for childminding.
- The inspector observed activities in the childminder's house and in the garden.
- The inspector held conversations with the children and with the childminder.
The inspector looked at children's assessment records, planning documentation,
- evidence of the suitability of household members, the childminder's self-evaluation and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents.

Inspector
Gail Warnes

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged 15 years and 10 years, in Holbeach St. Marks, Lincolnshire. All areas of the ground floor of the home are used for childminding and there is an enclosed garden for outside play. There are currently seven children on roll, of whom five are in the early years age range. The childminder is accredited to access the Nursery Education Grant for two-, three- and four-year-old children. The childminder takes children to and collects children from the local school. She attends local parent and toddler groups and takes children to the local library and park. The childminder has ducks, chickens, a guinea pig, a pet dog and fish. The childminder is available from 5.30am to 6.30pm, each weekday except for bank holidays and family holidays. 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:

- extend accessibility to the excellent range of resources in the playroom to further enhance children's free choice and continuous play experiences.

Inspection judgements

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

Children make rapid progress because the childminder has extensive knowledge about how children learn through play and the quality of teaching is superb. The childminder has consistently high expectations of the activities and educational programmes she provides for children. She provides activities which follow children's individual interests, and takes account of their individual stage of development. For example, a sound box invokes curiosity in younger children, who learn how to manipulate and open the box to hear a recording of their name. This supports children's natural desire to explore their surroundings and they begin to learn about cause and effect. The childminder provides a vast range of natural and every-day objects for children to explore, such as pine cones, silver foil, colanders and wooden sticks. Consequently, children are encouraged to develop all their senses as they investigate the objects and learn how they feel or sound when struck together. The childminder gathers detailed information from parents about what their children can do when they start. This is recorded on a comprehensive All about me form, and the childminder repeats this at regular interval throughout the time children are with her, to update the information she has from parents. This is used to form an initial assessment about what children can do, along with observations about their capabilities. As a result, children are provided with challenging activities in their play from the start. The childminder provides a highly inclusive setting, which means all children make very

good progress.

Children are extremely well prepared for the next stage in their learning, such as the move to primary school. The childminder skilfully supports communication and language development by interacting with the children at their level and introducing vocabulary as they play, such as large and small, to compare the size of shiny silver balls. She is passionate in supporting all children to make excellent progress and achieve their best potential. Literacy and mathematical skills are well supported throughout the environment which is rich in written words, letters and numbers. There is a quiet cosy corner with a range of fiction and non-fiction books readily accessible to attract children and promote a growing love of books. The childminder regularly reads stories with the children who learn to sit still and listen, which begins to prepare them well for school when the time comes. Children's interest in letters and written words is well supported. The childminder enthusiastically responds to requests to write names on the white board, which children copy. They point out letters they recognise, which they can easily spot in the environment. Children enjoy playing with soft dough which is freely available as an activity for them to revisit during the course of their day. Cutters and moulds are provided to support children's imagination to create monsters and form letters and numbers. The childminder intuitively takes every opportunity to play alongside the children and introduces vocabulary, such as snip and wobble, and asks appropriate questions about what might happen next, to support children's critical thinking. Children make rapid progress given their starting points and capabilities, and demonstrate the characteristics of effective learners. Consequently, children are ready for the next stage in their learning, such as school, because they have a wide range of skills to support their future education, as well as a very positive attitude to their learning.

The childminder is passionate about supporting parents' involvement in their children's learning. Parents' contributions are highly valued and play an important part in helping the childminder to gain the most accurate picture of children's all-round development. The childminder shares pictures and details of children's activities and achievements with parents through a daily link book. Parents also contribute their own pictures and observations of their children, which means the children benefit from a collaborative approach to their learning. The childminder further supports children's learning at home by suggesting activities parents may enjoy with them. Learning journals which document accurate assessments of children's progress and identify next steps in learning are regularly shared with parents. This means that parents are consistently well informed about their children's progress, and that any gaps in progress are swiftly identified.

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

The childminder provides a highly stimulating learning environment with a rich and varied range of child-accessible resources both inside and outside. Some resources inside are less accessible and, while the childminder is quick to support children's access to the full range of resources available, she acknowledges the halting impact this may have on the flow of play. The emphasis is on child-led activities, where children are free to move inside and outside, and where exploration and investigation opportunities are readily available to promote curiosity and challenge. For example, children enjoy water play with different

textured beads and a range of implements to catch and remove the beads from the water. Children become independent in their play, are confident to explore the environment and have a thoroughly good time. Younger children begin to learn to manage their own risk as they are supported to access outdoor play equipment, such as wheeled toys, rockers and slides. The childminder employs effective strategies to support children's emotional well-being. Children show increasing self-control in activities as they are sensitively supported to share and take turns. The childminder has high expectations of behaviour and is calm, firm and consistent. She models good manners and plays with the children at their level at all times. Children benefit from frequent praise and positive reinforcement of good behaviour. Consequently, children are confident and sociable. The attention given to children's emotional well-being means they are very well prepared for the next stage in their learning, and at times of change in their lives, such as starting school.

The childminder establishes highly effective settling-in procedures, which are tailored to each family's unique needs. She uses the information she obtains about the child from parents at the point of admission together with parents' contributions during settling-in visits to establish baseline assessments and identify children's starting points. The childminder establishes warm, caring and respectful relationships with the children. This is because she understands the importance of children feeling safe, secure and confident before they show an eagerness and readiness to learn. The children enjoy being with the childminder and make strong and lasting bonds with her. This means children's emotional well-being is superbly well supported and ensures the smoothest of starts.

The childminder seeks every opportunity to promote healthy lifestyles. She provides a varied and nutritious range of meals and snacks, which include fruit and vegetables, such as strawberries, oranges, blueberries and seasonal vegetables. Where parents provide their children with their own food, the childminder offers guidelines to promote healthy foods. Active learning both inside and outside promotes physical exercise and the children benefit from many activities in the fresh air. Children follow excellent hygiene routines. The childminder routinely reminds children to wash their hands at appropriate times, and there is ample signage in the environment to support this, which also supports growing literacy skills. Children's growing independence in self-care and hygiene is sensitively met. Younger children's intimate care routines are equally well-met and are taken as an opportunity to strengthen attachment bonds with the childminder through one to one caring exchanges and games, such as peek-a-boo.

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

Safeguarding arrangements are extremely strong. The childminder is sharply focused on providing a safe environment and promoting children's safety. The childminder has an acute understanding of her role in protecting children from harm and has robust procedures in place to document any concerns she may have and report to the appropriate authorities. This includes the arrangements she has for information and communication technology and mobile phones, which are shared with parents to promote awareness and e-safety at home. Appropriate safety equipment is installed and the childminder routinely assesses risks in the environment and for all outings. Children learn

about keeping themselves safe when out and about as the childminder seeks every opportunity to teach them appropriate safe practices when crossing the road. She practices and records fire evacuation procedures frequently to take account of children's attendance patterns, ensuring children are familiar with the process. The childminder has a current paediatric first-aid qualification and is able to give suitable treatment in the event of an emergency. Sampled documentation and records are well-maintained, giving a firm indication that all required documentation is in place and firmly underpins children's safety and welfare.

The childminder is driven by an aspiration to provide highly enjoyable, varied, creative and investigative experiences for the children that attend. She has an excellent understanding of her responsibilities in the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. She knows the children who attend her setting exceedingly well. Assessments of children's progress are highly focused and, together with parental contributions, rigorously inform planning for children's next steps in their learning and development. Teaching strategies are reviewed frequently to ensure they are effective to promote children's best achievement at all times. Consequently, children make rapid progress.

Self-evaluation is effective and accurate. The childminder regularly seeks feedback on her practice from parents and other professionals, to continually identify areas for improvement and development. There is evidence in the documentation, and through continuous professional development, that the childminder strives for excellence. Parents and carers are fully involved in their children's care and learning journey through strong and effective partnerships. Parents regularly contribute their own observations of their children's achievements at home. The childminder supports parental involvement in their children's learning at home through a home link book where she suggests activities which build on the day's activities and children's interests. Parental feedback is overwhelmingly positive and parents typically comment about the fantastic environment provided for children to develop and grow while knowing their children are being loved and cared for at the same time.

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	203357
Local authority	Lincolnshire
Inspection number	864061
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	09/09/2008
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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