

Inspection date

10/10/2014

Previous inspection date

29/04/2009

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 childminder has a clear understanding of safeguarding and her role and responsibility to protect the welfare of children in her care. She understands the wider implications of the safeguarding agenda and routinely gives this the utmost consideration.
- The breadth and depth of the educational programme provides children with an exceptional range of opportunities through which they can learn and develop. They become confident, curious learners and make excellent progress towards the early learning goals.
- Children play and learn in a stimulating, child-focused environment where they are encouraged to make impressive strides in their learning. The plentiful resources, high-quality teaching and relaxed atmosphere are conducive to their excellent progress.
- The childminder promotes children's good health and their understanding of how to lead a healthy lifestyle extremely well, by providing real-life experiences, such as apple and strawberry picking and growing and eating their own vegetables.
- The childminder attaches great importance to the value of continuous training and professional qualifications as a route to improving practice and offering children a very high-quality care and learning experience.
- The childminder precisely uses the information that she gathers when children begin attending, to help them to make the best possible progress in their learning and ensure that she clearly focuses activities to meet children's specific needs and preferred learning style.

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 in the childminder's house and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written reference letters.
- The inspector reviewed the provider's hardcopy self-evaluation form as provided at the inspection to the inspector.

Inspector

Deborah Hunt

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Spalding, Lincolnshire, with her husband and two children aged nine and 18 years. The childminder works with three assistants, who each work with her on a part-time basis. The ground floor of the childminder's home is used for childminding, and there is an enclosed rear garden available for children's outdoor play. The childminder attends a toddler group and visits the library, shops and park on a regular basis. She collects children from the local schools and pre-school. There are currently 17 children on roll, of whom nine are in the early years age group. Children attend for a variety of sessions. The childminder supports children who speak English as an additional language. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years. She is studying for a degree in early years and is approved by the local authority to offer funded education places for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- continue to consider ways in which to enhance the already excellent support offered to smooth children's transition into school, for example, by providing school uniforms for them to dress up in.

Inspection judgements

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

Children flourish in this child-centred, stimulating environment. The childminder's expert teaching engages each child in individually planned, rich learning experiences. She devises the educational programme with children's individual needs and specific learning styles in mind, to ensure they are challenged. A carefully considered balance of activities is provided each day to offer children plentiful free play and targeted adult interaction. Children, therefore, immerse themselves in their learning, exploring and investigating the wonderful range of resources available to them. The childminder has developed very professional systems for recording and monitoring progress, through both spontaneous and planned observations. She uses an educational software package to identify children's next steps precisely and inform the individual education plan she holds for each child. The childminder knows each child's ability and stage of development, which enables her to offer them appropriate challenges. She targets these challenges extremely well to build on their natural curiosity, imagination and preferred way of learning. She provides a highly positive learning environment, within which she and her equally enthusiastic assistants very successfully motivate children to learn. This prepares children exceptionally well for

their future learning.

The childminder is particularly adept at encouraging children to speak and communicate early as she talks to them and listens attentively. Circle time each day encourages children to take turns, speak and listen. Their responses are valued and they make impressive progress as they sing songs, such as hop little bunnies and perform actions to other rhymes. Traditional children's songs play quietly in the background as children play. The childminder boosts their developing language by singing, pronouncing single words clearly while performing associated actions. This supports children who are learning to speak English as an additional language particularly well. Children watch attentively as she holds sensory bottles up to the lights, showing them how they sparkle and offering them new words, such as glitter and shiny.

Highly imaginative activities, based on topics drawn from children's interests, foster their early love of learning and they engage wholeheartedly in their play. For example, children read a favourite story about an elephant, which prompts a discussion about how they are all different. They learn that this is to be valued. Children create their own colourful elephants using tissue paper and hear other related stories and rhymes. This leads to a discussion about how different people around the world live. Children create bunting with pictures that represent different countries. They source photographs of the Eiffel Tower, baguettes and croissants to represent France and find pictures which remind them of other countries. The childminder decorates the playroom with the bunting and children display immense pride in their work. Children also study many festivals and celebrations from around the world. For example, they learn about Diwali and create rangoli patterns using coloured rice. On walks to and from school children notice the different places people live, such as, houses, bungalows and flats. The childminder sources books which show them how other people live, including long houses in Brazil and houses cut into the rocks in China. Such activities help children successfully make links in their learning. Creative resources promote problem solving and early mathematical skills during spontaneous play. For instance, children enjoy learning about relative size, as they drop conkers they have collected down a long cardboard tube. They try hard to fit coloured balls into the tube and express delight when the assistant offers them a wider tube and the ball fits. The positive conversations children are immersed in daily promote their very confident self-expression. Children enjoy active learning as they spend time in their local area. They visit the fire station, optician, butcher and baker and learn about how they support their local community. They look for shape and number in the environment on car number plates and houses, and search for the hydrant posts a child's granddad has told them all about. Children become fascinated with nature as they visit a local orchard to pick the ripe apples and enjoy strawberry picking.

Partnership working with parents is securely embedded within the childminder's practice. The childminder takes a holistic approach to ensuring that she meets each child's specific needs. She works very closely with their parents, other settings and schools to promote their rapid learning and development. Parents complete a detailed initial profile with very comprehensive information about their child's starting points, likes, dislikes and abilities, when they begin attending. This begins an enduring relationship where parents are valued as children's first and most important educators. The childminder shares assessments, including the progress check for children between the ages of two and three years.

Additionally, she shares children's comprehensive learning journals routinely and plans are in place for parents to have online access to their children's learning and progress. The childminder shares photographs and texts with parents to inform them about children's achievements and the next steps in their learning and enable them to support their progress. Therefore, children's learning at home is imaginatively encouraged in a variety of ways.

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

Children are very much at home, happy and relaxed in this welcoming environment. They settle easily under the childminder's compassionate and tender care. Children seek her and assistants out for comfort, reassurance and to support them in their play and learning. For example, young children express their delight as an assistant offers an impromptu game of football while using balls in the garden. The childminder places a high priority on inclusive practice and works hard to ensure children feel respected and valued. Children move freely between rooms and select toys and activities from the extensive range available. The childminder knows children exceptionally well through the individually tailored settling-in arrangements, which she decides in partnership with their parents. Through in-depth discussion, the childminder gains detailed information about children's specific needs and becomes familiar with their individual personalities. This enables her to relate easily to children and develop highly positive partnerships with their parents, who are very well informed about every aspect of their children's achievements, well-being and development. As parents collect children there is a relaxed, informative exchange about each child's day. The childminder uses detailed daily diaries for younger children and awards stickers to older children to generate discussions with their parents. Parents are well informed about all aspects of the childminder's provision, for example, they are given a copy of all policies, which they sign to indicate they have read and understood them. The newly created playroom is adorned with colourful displays and models, providing excellent talking points for children and parents to recall past activities and experiences.

The childminder develops warm, interactive relationships with children, offering them a wonderfully secure family oriented experience in her care. She employs gentle humour and fun in her interactions with children and they respond readily with smiles and chuckles. Children feel relaxed in her company and that of the assistants working with her. They stretch out on the floor, head propped in their hands, to listen to the story they have chosen for the childminder to read to them. The childminder skilfully ensures that the educational programme is imaginative, varied and carefully adapted to include every child. Children learn valuable social skills and take part in activities, which support their readiness to move onto the next stage in their learning. As a result, children are very well prepared for future transitions. The childminder continues to work to promote their school readiness ever more effectively, for example, she is considering adding school uniforms to the dressing-up rail. Children learn the value of living in a diverse society as they explore many activities and resources that reflect the wider world. The childminder has taken significant steps to enhance her provision in a variety of ways, to offer children a window into how others live. This helps children develop an in-depth, accurate appreciation of different festivals, culture and celebrations in other parts of the world.

Children learn about safety as they learn to negotiate the steps in the childminder's garden, and listen to simple explanations given to support their safe play and learning. The childminder encourages children to think about their personal safety on outings as they look for the road crossing patrol officer, zebra and pelican crossings before crossing roads. Children confidently carry out daily routines to promote their good health, such as washing their hands before eating and drinking water throughout the day. They have plenty of fresh air and daylight as they play outdoors, walk locally and visit the park, library and play centres. Walks along a local water way provide opportunities to watch wildlife and children relish trips further afield to the seaside and well-known attractions.

Children have superb fun in the childminder's garden, which is set out with an abundance of play opportunities to capture their imaginations. For example, they climb the willow tree, build with oversized wooden blocks and help to feed the family rabbit. Children, therefore, have many opportunities to run and explore, be free and delight in childish experiences, which they will remember in years to come. Children learn to live healthily through the freshly cooked, nutritious, meals provided each day and a wide range of healthy snacks. They learn where their food comes from and how to use it as they grow their own beans, make healthy wraps and cut their own fruit. They cover health related issues, such as how to look after their teeth well and the need to develop other essential skills. Children behave exceptionally well as the childminder sensitively weaves how to deal with feelings and emotions into planned activities. This helps children to learn useful strategies and develop their awareness of how to interact with others. They create their own emotions and feelings bunting which decorates the playroom. This reminds them of the conversations they have had to help them understand how to manage difficult feelings. Children revel in the warm, trusting relationships they have with the childminder and flourish in the relaxed, easy going atmosphere. The childminder, therefore, lays an excellent foundation for each child's future care and learning.

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

The childminder has an exceptional understanding of the wider safeguarding agenda and has a comprehensive knowledge of the procedure to follow should she have any concerns about a child in her care. The childminder and one assistant have completed designated persons safeguarding training and the two other assistants have completed level 1 training. She knows how to pass on any concerns about a child's welfare appropriately and the comprehensive safeguarding policy is shared and signed by parents. This ensures that children's welfare and well-being is promoted very effectively. Children are cared for in a very secure, well-maintained and organised premises where the childminder is fully alert to any hazards and takes all measures to ensure their safety. Rigorous risk assessments are in place, including a daily checklist. This successfully focuses the attention of assistants and the childminder to ensure risks are minimised, through consistent monitoring. Equally high consideration is given to safety on outings. All procedures are in place to further promote children's welfare, such as a password system to ensure safe collection. Adults who have contact with children in the home are fully checked or supervised. The childminder and her assistants place a very high level of importance on regular training. This ensures that the very high standard of care and learning offered is

maintained and continues to improve. The childminder is studying for her degree in early years education and swiftly translates new learning into improved practice and teaching. This highly motivated childminder is approved to offer funded places for two-, three- and four-year-old children, which demonstrates her level of commitment to young children's care and learning. She has comprehensively studied self-reflective practice as part of her degree. Her findings, together with regular consultation with both children and parents, are skilfully used to promote continuous development. Her dedication to help children achieve their full potential is evident in both her practice and the documentation used to monitor their progress.

The childminder further demonstrates her drive to improve through meticulous action plans and the quality of required paperwork. She maintains concise written policies and procedures, which she shares with parents and updates annually, or sooner if needed. This enhances the exceptional working relationships with parents and develops a strong shared understanding from an early stage. Parents recognise the excellent progress children make due to the individualised attention they receive and the childminder's unquestionably precise targets. They are kept extremely well informed and are provided with comprehensive, daily information on children's progress. Children draw pictures of what they like to do and the childminder recognises what they have enjoyed best by the enthusiasm with which they describe their activities, as they greet their parents at pick-up time. She uses this information to plan what could be added to an activity, or be done differently next time. Parents also receive texts and photographs, to capture children's unique moments and progress. The childminder has taken rigorous steps to address the recommendations from her last inspection. For example, she has introduced a daily circle time to offer each individual child the opportunity for their voice to be heard and to encourage active listening and turn taking. After significant research, she has also begun using educational assessment software to enable her to plan accurately for children's next steps in their learning. When employed with the in-depth knowledge she has gained through her degree, children receive teaching which offers them breadth and depth in their learning. This provides them with rewarding opportunities to make enhanced progress.

All parents of children attending offered feedback on the quality of the service the childminder provides. As a group, they express their very high levels of satisfaction with the care provided and there are no suggestions for improvement. The childminder has a detailed information file and provides extensive information for parents both verbally and displayed on boards and walls. She completes detailed initial assessments of children's learning, and skilfully builds on their starting points and interests. The childminder highly values her partnerships with parents, acknowledging that they are the experts on their own child. She successfully incorporates their observations of what their children do at home into her planning. Therefore, children benefit from superb continuity of care and cohesive, supportive relationships. The childminder works collaboratively with other professionals involved in children's care and learning. This ensures that children receive a proactive response to any particular needs they may have and they make the best possible progress from their initial starting points.

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	EY305966
Local authority	Lincolnshire
Inspection number	856594
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	17
Name of provider	
Date of previous inspection	29/04/2009
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.

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