

Inspection date

Previous inspection date

13/11/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Teaching is of a consistently high standard and is embedded throughout the childminder's practice. As a result, children are achieving meticulous results in their learning and development.
- Children's learning is challenged and extended through the rich and inspirational environment. Consequently, children's imagination and their critical thinking are well supported.
- The childminder cares for children exceptionally well, focusing on their individual needs. As a result, children form close attachments with the childminder with a strong focus on their emotional well-being.
- The childminder's knowledge of safeguarding children is remarkable and is at the heart of her practice. Therefore, children feel safe and secure while in the care of the childminder.
- Partnership with parents is outstanding. Children's learning is fully supported between home and the setting through effective communication methods. As a result, parents compliment the childminder's service and would highly recommend her to others.

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 playroom, lounge and the garden.
- The inspector conducted a joint observation of a child led activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including the safeguarding procedures.
- The inspector checked evidence of suitability and qualifications of the childminder, the childminder's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to during the inspection and from information recorded in written questionnaires and reference letters.

Inspector

Amy Willoughby

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children. The whole downstairs of the house is used for childminding. There is a secure garden for outdoor play. There are currently three children on roll, all of whom are in the early years age group and they attend for a variety of sessions. The childminding provision operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance the outdoor environment by continually displaying pictures with text and labels to further extend children's curiosity and early literacy skills.

Inspection judgements

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

The quality of teaching is consistently high across all seven areas of learning. Children's progress and achievements are fully maximised through the childminder's passion and constant praise for children to do well. She recognises their interests and focuses teaching and learning on these so children are continuously motivated to reach their full potential. For example, children who enjoy rhythm and rhyme relish in making different sounds. They use pan lids attached to the trees outdoors to represent drums and different sized tins indoors to do the same. As a result, children are learning through various play experiences, designed with their interests in mind. Children are offered a broad range of experiences to develop their imagination and acquire new skills. They actively take part in studying the natural world in the local butterfly and bird house, and they learn about their community through regular visits to the park, beach and the local zoo. The childminder offers an effective balance of adult-led and child initiated activities. She actively observes children's interests and plans activities to extend their learning further. Consequently, children are keen, active learners and demonstrate this through play.

Children make significant progress in their communication and language development. They confidently count the pebbles in the garden and recognise various shapes and colours. Children are self-assured to ask the childminder for additional resources to accompany their activity, such as, small world people to complement the fire engine. As a result, children's learning is extended further by acting on their individual requests to support their interests. Children use their imaginations well and confidently show how objects can represent different meanings. For example, children independently collect conkers, acorns and twigs in the garden. They use these indoors to make their own

representation of animals as they participate in a craft activity using clay and craft resources. Children use a feather for a tail and acorns for their hedgehog's nose. Consequently, children are provided with endless opportunities to develop their imagination skills and creativity. Children make rapid progress in developing their early writing skills. They use their fingers to mark make in the sand on the low table in the garden. They use chalks to accurately draw eyes, hands and feet on the man drawn by the childminder on the paving slabs in the garden. They have access to a wide range of books and print, which develops their interest in reading. However, the childminder has reflected on the learning opportunities that are provided in her outdoor area and has recognised that there are less examples of print in her garden to consolidate or extend children's development to the maximum potential. She accurately assesses how additional pictures with text and labels are a useful enhancement to the already, highly stimulating learning, but has not addressed this yet. In spite of this, and as a result of the childminder's strong teaching and continuous reflection, children's skills develop extremely well, supporting them in readiness for school.

The childminder focuses on how important parents are within their child's learning. She works extremely closely with parents to provide endless opportunities to continue this enthusiastic learning at home. For example, the childminder has developed connect bags for parents to take home each weekend. These include various stimulating activities the children have been working on throughout the week. As a result, children's learning is continued and progress is admired at home and within the setting. The childminder thrives on effective communication with parents. She uses various methods to keep them informed of their child's progress. The childminder completes a summative assessment highlighting children's achievements and the progress that has been made since previous assessments. Parents are offered time to share these with the childminder, recording their comments about their child's learning at home. The childminder uses these summative assessments collaboratively with parents comments and her own close observations when completing the progress check for children aged between two and three years. As a result, children receive rigorous assessment records congratulating their learning and development and enabling the childminder and parents to see if there are any gaps in their learning and take swift action to close them.

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

The childminder's home is vibrant and exciting for children to settle and become confident learners. The childminder operates robust settling procedures while recording open and honest dialogues of the child's time within the setting. She incorporates these into children's assessment files to reflect on their individual progress. As a result, their emotional well-being is highly supported, building on their self-motivation to learn. The childminder is inspiring and has a wealth of knowledge about the children within her care. She is consistently on hand to support children's individual needs. Consequently, children form close attachments with the childminder and feel emotionally secure in her company. The childminder works exceedingly well with parents to understand children's individual care routines. All about me records are maintained and consistently updated to ensure children's routines are respected. Therefore, they receive a home from home experience while attending the childminder's setting.

Children are highly motivated to access the rich and stimulating resources. They choose to explore handmade natural shakers or study their favourite book in the quiet area. The children move freely and confidently around the childminder's environment. They understand where their personal belongings are kept. They demonstrate this by hanging their coat up on their chosen coloured peg and placing their shoes in their personalised basket by the front door. As a result, children are self-assured and develop their own identity within the setting. The childminder has clear routines and boundaries in place, which are consistently followed. Therefore, children understand what is expected of them and know what is happening next. Children understand the concept of sharing and display this as they play co-operatively. For example, they work together to construct a tower before taking it in turns to push the ball through the holes. As a result, children's behaviour is exemplary and they are emotionally prepared for their transition to school.

The childminder's garden provides children with endless opportunities to develop and master new skills. Children take risks as they balance on wooden beams supported by tyres and enjoy hiding in the enclosed den area. Children who are interested in cars are fascinated with how the activity board works. They use this to problem solve how to lock bolts and turn steering wheels and various handles. Children thrive from the daily opportunities for exercise and access to fresh air. They develop an understanding of healthy lifestyles and the importance of looking after their strong healthy bodies. Children manage their own personal hygiene through independently washing their hands and drying them on their own embroidered hand towels. Children are offered healthy, balanced and nutritional meals and snacks. They enjoy helping themselves to a selection of cereals at breakfast or choosing from a selection of fruit for their snack. Children develop new skills at the table, such as cutting more banana up to accompany their meal. As a result, children's independence is highly supported. The childminder has outstanding care practices in place. She operates hygienic food preparation areas and effective nappy changing facilities. Consequently, children's individual needs are met at all times.

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

The childminder complies with all safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder's knowledge of safeguarding is first class and her utmost priority is to protect all children within her care. She is aware of the signs and symptoms of child abuse and neglect and is aware of who to contact if she has any concerns. She ensures that her assistant has good knowledge of all aspects of safeguarding and child protection and is confident with following the correct procedures. All adults within the childminder's home hold the Disclosure and Barring service checks, as do assistants, to ensure their suitability to work with children. The childminder has effective policies and procedures in place, which are implemented extremely well. She ensures these are shared with all parents, so they are fully aware of how she organises her setting to keep children safe. The childminder ensures her premises and planned outings are safe for children. She is aware of potential hazards and completes regular risk assessments to minimise potential risks to children. Consequently, children are safe to play and explore within the childminder's environment.

The childminder is passionate about making a difference to children's learning and development. She tracks children's achievements from her own close observations and through regular discussions with parents. The childminder has a robust tracking system in place, which is updated regularly when she observes a child consistently achieve a new milestone. As a result, the childminder has a clear understanding of children's current stage of development and where they need to be challenged. The childminder effectively observes, plans, assesses and tracks children's development from when they first begin settling. She gathers precise information to establish children's starting points. Assessments are rigorous and captures children's individual achievements. Consequently, children are making meticulous results and the gap is narrowing significantly.

Partnership with parents are consistently high across all areas of children's learning and development. The childminder fully involves parents in their children's learning by actively engaging them with their child's planning. Parents have regular access to their child's files and provide comments on their child's observations. Consequently, children benefit greatly from the effective partnership as they receive consistency in their learning and development. The childminder regularly seeks the views of parents and children to help influence the direction of the improvements she makes. Parents speak highly of the childminder's practice. They compliment her on the broad range of activities she provides and how well their children have progressed since attending her setting. Parents particularly praise her for her understanding of children's individual dietary requirements and how well their child is supported. As a result, parents and children are pleased with this excellent service, and parents would highly recommend her to others. The childminder works in partnership with other childminders and professionals, such as her network co-ordinator, to keep up-to-date with current changes and share innovative ideas. She continuously reflects on her practice and evaluates the quality of learning she provides for children. She is pro-active in attending relevant training to refresh her knowledge and identify areas within her improvement plan to work on. She ensures that she monitors the quality of her assistant's work and provides any necessary support and training needed. Consequently, the childminder's outstanding practice is sustained.

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	EY464069
Local authority	Lancashire
Inspection number	949165
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	2
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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