

Inspection date	24/11/2014
Previous inspection date	12/05/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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 gives children's safety, health and well-being the upmost priority. She has an outstanding knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are cared for in a safe environment where they develop a robust understanding of how to keep themselves safe and develop extremely good habits for healthy living.
- Teaching is exceptional because the childminder demonstrates an inspiring aptitude for engaging children's enthusiasm for learning. She accurately assesses their development and provides highly challenging and interesting experiences that help children make the best possible progress.
- The childminder develops exceptionally strong partnerships with parents, professionals and with other settings that children attend. She has a remarkably meticulous approach towards sharing all aspects of children's learning and development with others. This means that the childminder provides children with outstanding continuity in their learning and development.
- The childminder provides a broad range of inspirational, high quality and challenging resources and activities that encourage children's curiosity and make them eager to learn. She plans her home very well so that children play in a rich, varied and imaginative fun and learning environment.
- The childminder is highly motivated and committed to professional development. She undertakes training and actively seeks advice. The childminder has rigorous systems for reflecting on her practice and a clear vision for improvement. She makes continuous developments to create a highly innovative environment.

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 the childminder's interactions with children and observed activities in the playroom and outdoor learning environment.
- The inspector held discussions with the childminder and spoke to children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a number of the childminder's policies and procedures. She also looked at evidence of suitability of all household members.
- The inspector took account of the views of parents and children through written records, and viewed the childminder's self-evaluation document.

Inspector

Jennifer Turner

Full report

Information about the setting

The childminder has been registered since 2000 and is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives in Rugby with her husband and two children. The premises are within walking distance of the school, nursery, parks and shops of the nearby village. The family has two dogs, rabbits, mice, guinea pigs and a tortoise. The whole of the ground floor is used for childminding. There is an enclosed garden available for outdoor play. There are currently 14 children on roll, eight of whom are within the early years age range. Children attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years. The childminder receives funding for early education for two- and three-year-old children. She holds a qualification in early years at level 4 and a foundation degree.

What the setting needs to do to improve further

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

- accelerate children's development and learning even more by enhancing the already excellent observational systems, for example, by seeking ways to empower parents to contribute more easily to the process.

Inspection judgements

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

Children thoroughly enjoy attending this outstanding, first-class childminding setting, which provides them with a rich, vibrant and stimulating environment in which to learn through play. Children are highly motivated, secure and enthusiastic, which enables them to make rapid progress in their learning and development. The childminder has highly robust and effective systems in place to enable her to monitor all areas of learning, which she does meticulously. She continually observes the children, making numerous snapshot notes on what the children have done each day, to share with parents. The childminder collates these and adds them to children's comprehensive learning journals, along with samples of their work and photographs of them at play. The childminder prepares and shares the progress check for children between the ages of two and three years with parents, and seeks their comments. Record keeping indicates clearly that children make very good progress towards the early learning goals while they are in her care.

The childminder is very lively and enthusiastic with the children, and has excellent interaction with them, as she joins in their play. She skilfully introduces new words to children's vocabulary and repeats these to aid children's language development. For

example, when children are exploring how paint changes colour when mixed, the childminder introduces new words, such as primary colours. Children make new discoveries, which interest them and inspire their imaginative play. They continue mixing paint outdoors and pour paint down open drain pipes, add water and watch as it cascades down into trays. Children are fascinated when the paint makes swirling patterns, which they make prints of. They develop their language skills as they talk about the items they find and explore the features and textures of shaving foam and sand. The childminder challenges children's curiosity well. Children carry out experiments to see if flowers change colour when put into substances, such as cranberry juice or green food colouring.

Children play in the inspiring garden daily and they enjoy stimulating, first-hand experiences to learn about healthy eating. For example, they grow potatoes and strawberries in the garden and pick and eat them. This also encourages their awareness of the natural world around them. The childminder involves the children in learning about the living world and they help to look after the pet rabbits, tortoise and mice. These rich learning experiences are enhanced greatly by the enthusiasm of the childminder, who teaches them to marvel at their discoveries. When she finds a red, orange and yellow carrot she introduces them to children. A child laughs and tells her, 'I did not know carrots were red and yellow' and children grate them to eat with their lunch. This means children thrive in this inspiring learning environment. Children are fascinated by the new sensory room, where they experience a range of auditory and visual experiences. They love to hear the soothing music and watch the colourful lights falling all around them like snow. These innovative experiences particularly support children who have special educational needs and/or disabilities, who thrive in this stimulating environment. Frequent and informative communication between the childminder and children's parents supports consistency in learning between her home and theirs. The childminder provides parents with a wealth of activities they can do at home with children. However, there is scope to accelerate children's development and learning even more by enhancing the already excellent observational systems, for example, by seeking ways to empower parents to contribute more easily to the assessment process of their children. The quality of teaching is unfailingly high and is reflected in the excellent progress children make. Children are very well prepared for their next stage in learning and for school.

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

The childminder has highly effective and personalised settling-in arrangements when children first start with her. She invites parents and children into her vibrant home, in order to gather information about the child and their family, to begin to build positive relationships with them. This ensures children are happy and parents are very confident to leave them in her care. The childminder is an inspiring role model for the children and she provides very clear guidance for them about what is acceptable behaviour, as she encourages children to share and take turns. Children's behaviour is exemplary and they demonstrate a genuine kindness towards each other, for example, as one child shares a toy with a baby. The childminder praises children for their efforts to promote their self-esteem. Children make rapid progress in their personal, social and emotional development. They are very happy, settle well and feel secure because of the well-established routines in place, and know the childminder has different rules to their

parents. Children have a very good sense of belonging as they are included as part of the family, forming close relationships with the childminder, her husband and their children.

Children thrive in the superb, safe, secure, well-resourced and organised indoor and outdoor areas. Children's safety is paramount and comprehensive risk assessments identify potential risks in the home, garden and when out, enabling the childminder to take effective steps to minimise them. Toys and learning materials are plentiful and are chosen to support children's independent exploration and individual learning. The childminder is highly skilled in engaging children in active learning by providing the time, space and materials to play, investigate and explore in the relaxed atmosphere of her home. The outdoor environment reflects the highly vibrant indoor area, which is rich in words, labels and signs. The highly innovative sensory room is fully enjoyed by children and a range of equipment supports their mobility. Consequently, children are highly motivated, eager and ready to learn, which means that they feel emotionally ready for their eventual move to school. Children develop an excellent understanding of the importance of a healthy lifestyle as they enjoy a range of nutritious and healthy snacks and meals. They demonstrate that they have healthy appetites as they thoroughly enjoy growing, eating and helping to prepare healthy food for their snack. The childminder supports children to thoroughly wash their hands at appropriate times throughout the day, and they have a very good understanding of why this is important. Children develop a very good understanding of road safety and what to do in an emergency at home. They take part in regular fire-drill practices, role play and discussion to enhance their understanding. They know that when they hear the whistle they must go in the garden and take the emergency bag containing the emergency contact number.

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

The childminder has a robust awareness of the safeguarding and welfare requirements. She has attended safeguarding training and is clear about procedures to follow if there are concerns about a child in her care. In addition, she works closely with safeguarding agencies to ensure children get the support they need. She is very clear of procedures if an allegation is made about herself or a member of the household. The childminder understands and meets the learning and development requirements diligently and exceptionally well. She provides children with a stimulating environment, well-planned activities relevant to their abilities, and outings which extend and stimulate their interest. The childminder monitors their progress in partnership with parents and plans appropriately, ensuring that changes in children's lives are managed sensitively.

The childminder works very closely with parents, other providers and outside agencies to make sure she identifies and meets children's individual needs to very high standards. The childminder is committed to improving her service. She recognises self-reflection as being crucial in being able to prioritise and target areas for improvement. She is highly proactive in seeking information, advice and training opportunities to further enhance her knowledge and skills and the excellent quality of the provision she offers. The childminder is highly skilled and committed to supporting all children, including those with special educational needs and/or disabilities, through attending specialist training and working

with other professionals. She completes a comprehensive self-evaluation form, gains feedback from parents and seeks the views of the children. The childminder encourages them to share information through general discussions, questionnaires, daily diaries and learning journals. Parents say they are delighted with the care she provides. They comment very positively about the 'warm friendly lively environment' and 'the progress our child has made is incredible', 'we'd be lost without the childminder'. Comments from older children include, 'my childminder deserves an outstanding because of all the care she gives to so many people. She keeps us safe at the same time as letting us have fun and gives us a say in what we want to do'. Another child said, 'the childminder is wonderful. She always puts the children first, she has a really kind, loving heart and she never moans'.

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	112611
Local authority	Warwickshire
Inspection number	854140
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	12/05/2009
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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