

Inspection date

07/01/2015

Previous inspection date

30/07/2009

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 quality of teaching is outstanding because the childminder has an exceptional awareness of how young children learn and develop. She provides children with innovative and challenging activities. As a result, children are happy, eager and demonstrate superb levels of engagement.
- Children are very happy and settle well in a friendly, caring, homely environment. They form very good relationships with the childminder, her assistant and their peers. The childminder promotes a very strong sense of belonging providing a secure environment for the children. They develop confidence as their emotional needs are extremely well supported.
- Excellent relationships with parents ensure they are fully engaged in their children's learning in the setting and at home. Their contributions are valued and significantly contribute to the planning and assessment of their children.
- Rigorous self-evaluation and a targeted programme of professional development ensure the childminder is consistently improving her already excellent understanding and practice.
- The childminder's understanding of the safeguarding and welfare requirements is extremely secure; safe practice is firmly embedded and children play in a safe, welcoming and supportive 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 activities and interaction between the childminder and children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's assessment records and evidence of the suitability of the childminder and her assistant.
- The inspector carried out a joint observation with the childminder.
- The inspector considered the written views of parents.

Inspector

Lynne Pope

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner who works as her assistant in a flat in Ponteland, Northumberland. The whole of the ground floor flat and the communal garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from Ponteland First School and Nursery. There are currently 14 children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder supports children who speak English as an additional language. The childminder operates all year round from 6.45am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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 the use of questions to provide children with consistent opportunities to build on their emerging language skills in response to questions, as they learn to think even more creatively and critically.

Inspection judgements

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

Children make excellent progress in their learning and development supported by the strong and inspired teaching delivered by the childminder and her assistant. Children's starting points are gained through working closely with parents when their children first start. Parents complete a form about their children's needs, likes, dislikes and routines. The childminder then observes children and records what they can do. This information is used to complete a tracking sheet linked to the areas of learning, which is shared with the parent and agreed. As a result, the childminder accurately plans activities based on the individual child's learning needs right from the start. The childminder is highly successful at observing children's ongoing development. Through regular, precise assessments, alongside discussions with parents, she has an exceptional understanding of children's learning and development. The childminder uses this knowledge to undertake individual planning with very clear learning objectives for each child. She also knows children's individual interests and abilities very well. As a result, children are very well supported in their individual learning and their rapid progress is successfully promoted.

The childminder knows each child very well and spends lots of time being involved in their play. She talks to them about what they are doing and encourages them to explore their

own ideas. She makes well-placed suggestions for children to enhance their play. For example, she provides sensory experiences, such as shaving foam for children to explore. She asks children about what could be added to the activity. This results in cars being added for them to run through it. As the activity progresses she introduces other textures, such as jelly and cooked pasta. When babies try to eat the shaving foam, she quickly adapts the activity to suit them by using spray cream. Babies demonstrate their enjoyment as they babble and make sounds during their play. The childminder promotes children's developing language skills by introducing descriptive words for how the shaving foam feels, such as 'squishy'. On some occasions the childminder in her enthusiasm for the activity, does not pause long enough for older children to answer her questions about what they are doing. However, she does make the most of opportunities to use number. When she hears children count one, she asks children to count how many cars they have got in the foam. They count together and the childminder pauses occasionally to see if children know what number comes next in the sequence. Children respond really well to this form of teaching as they know that seven comes after six and 10 comes after nine. The childminder has ensured that resources are easily accessible to children in the home. As a result, children are highly engaged, very active, happy and show the characteristics of effective learning extremely well and demonstrate their ever increasing confidence. They are keen and eager to join in and explore their play as they move around in the home. For example, children choose a matching game from the playroom and bring it into the living room. They lay the pieces on the table and enjoy naming the characters, such as a pig. They choose a book from the drawer in the living room and sit and turn the pages as they look at the pictures. Babies explore the available space by pulling themselves along on their tummies and start to pull themselves up on available furniture. This ensures that children have the key skills needed for the next stage in their learning, including starting nursery or school.

The childminder works very closely with parents and has highly successful strategies for involving them in their child's learning. She talks to parents on a daily basis and sends home a diary that details what their children have been involved in. She sends their children's development records home three times a year, so that parents can see the progress that children are making. This equips parents to continue their children's learning at home really well. The childminder has excellent strategies in place to work with parents of children who have English as an additional language. She meets with them to ensure that they understand the development record. Key words are gained from parents in their home language that she uses with children to ensure that she understands what they say. She speaks clearly and repeats English words so that children rapidly develop their communication skills in both languages. Parents are invited to write about what their children have been involved in at home. The childminder uses this information to successfully plan around children's interests. The childminder completes the progress check for children between the ages of two and three years. She provides a written overview of children's progress, including any areas that require additional support and shares this with parents. She has established the practice of then sending the review to the child's health visitor and asks for their response on the child's development. This gives a full picture that involves parents and other professionals in children's development.

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

Children thrive in a stable, welcoming, homely and relaxed environment. Their emotional well-being is exceptionally well supported because the childminder is calm, kind, caring and sensitive in supporting their individual needs. As a result, children form strong emotional attachments with her and her assistant and they feel safe and secure. Settling-in sessions are finely tailored through discussions with parents to meet individual needs. This close liaison with parents further enhances the ease with which children settle and move into the setting. This excellent approach to the well-being of children means that they feel valued and promotes their self-esteem. Children understand what is expected of them because the childminder is very calm and consistent with her expectation for behaviour. This results in children showing high levels of self-control during play, using manners and demonstrating exceptional good behaviour. Additionally, children listen and respond positively to the childminder and each other as they learn to have respect for each other, to share and manage their behaviour as they play. For example, the childminder uses timely reminders, such as guiding older children to be careful around babies when using resources. Monthly evacuation procedures are carried out, which teach children what to do in such an event and help them learn to manage their own safety.

The childminder provides a stimulating and welcoming environment. She has a wide variety of resources that are stored in the playroom in boxes that are labelled with the picture and word to help children know what is in them. Resources include homemade books that cover diversity and natural resources, such as fur cones and acorns to encourage sorting, counting and matching to enhance problem solving, reasoning and numeracy. The childminder helps children to learn about a healthy lifestyle and the benefits of being active. She closely supervises them when they access the shared garden. Boundaries are explained to children so that they learn how far they can go. They use their imagination as they dress up and role play, use ride on cars and scooters and practice their skills with a football and skipping rope. Regular visits are made to local parks and the children's centre where they use the garden. The childminder provides a wide variety of substantial nutritious snacks and children enjoy purposeful discussions about what is healthy for them. They learn where different foods come from by planting and growing in the garden. For example, they have helped the assistant to grow strawberries, potatoes and carrots. They have cared for the plants by watering them and have harvested them and had them in meals when they are ready. This gives children a wonderful well-rounded view of how things grow.

The development of children's self-help, confidence and skills in working cooperatively with others means that children are exceptionally well prepared emotionally for the next stage in their learning and the move to other settings and school when the time comes. Children visit stay and play sessions where they learn to mix with other children and use different equipment. The childminder teaches them how to put on their own coats and take off and put on their own shoes. She also talks to children about what will happen when they move. Excellent relationships are forged with other settings that children attend. The childminder liaises with teachers and nursery workers to support the move and meets with the nursery teacher to discuss what the childminder knows about

children's progress. Together they decide on the next steps for children and the nursery teacher shares a summary of the meeting. This ensures consistency for children's learning.

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

Children are protected extremely well because the childminder gives children's welfare her utmost priority. The childminder has an excellent knowledge of safeguarding procedures and follows these consistently to ensure children are kept safe. The childminder attends regular courses and keeps up to date with relevant information, such as current contact details, local procedures and signs and symptoms of abuse, which are easily to hand. As a result, she has very good understanding and knows where to seek advice when she has concerns about a child. Detailed risk assessments are in place and are reviewed regularly to ensure children are kept safe both on the premises and during trips. Rigorous daily checks ensure the premises are free from hazards. The childminder and her assistant hold current first-aid certificates, which mean that they can give suitable treatment if there is an accident to a child in their care. The childminder ensures the ongoing suitability of her assistant by discussing how policies and procedures should be carried out. Any changes in practice regarding learning and development that parents request for their child are discussed so that they both work to meet the needs of the child.

The childminder has an exceptional understanding of how to meet children's learning and development needs. She monitors their development by completing a review of their progress monthly, which enables her to see immediately where there are any gaps in children's progress so that she can provide necessary targeted support. The childminder and her assistant work to a consistently high standard and the childminder is inspired to enhance the service they offer to the children. She reflects on her provision and evaluates constantly. Parents and children are involved in the evaluation process through regular questionnaires. Positive comments are received from both groups and any suggestions for improvement are taken on board. For example, she has asked children what they would like to improve. They have highlighted that they would like certain resources in the garden, so she has incorporated this into her overall self-evaluation and plans to buy some of these resources in the near future. This results in very well-targeted plans for the future being identified. Since the last inspection the childminder has addressed the action and recommendations that were made. For example, she now keeps a record of when the assistant works with the children, to ensure that children's safety is maintained at all times. The childminder is very proactive in keeping up to date with training for her professional development and chooses courses that have a positive impact on her practice. For example, she has attended courses on child development and documentation to support observation, assessment and planning. This is reflected in the precise records that she maintains for children's progress. Future training courses are booked, such as equality and diversity and the role of the special educational needs coordinator.

Partnership working is fostered to secure support for children with identified needs. The childminder is familiar with working other professionals and has cared for children in the past who have special educational needs and/or disabilities. She has attended meetings

with social services and works with schools sharing strategies that they both use with children to meet their individual needs. The childminder continually strives to ensure that she meets the needs of all the children on roll, supporting them in reaching their full potential. Parents report highly about the care their children receive. They state they are very pleased with the service. The childminder provides a safe and personal touch to children's care. The level of care is outstanding and they are confident that children are nurtured in a positive and safe environment.

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	401599
Local authority	Northumberland
Inspection number	872203
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	14
Name of provider	
Date of previous inspection	30/07/2009
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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