

<b>Inspection date</b>	12 March 2015
Previous inspection date	20 August 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder and her assistants plan exciting experiences which appropriately challenge children to make good progress in their learning, given their starting points.
- Exceptional support for children's personal, social and emotional development ensures children form strong relationships with the childminder, her assistants and each other. As a result, children become self-confident and independent learners.
- The childminder, parents and other professionals work successfully in partnership to ensure children's needs are identified and well met.
- The childminder and her assistants are excellent role models for children. They calmly and consistently establish boundaries and expectations. Consequently, children's behaviour is very good.
- Partnerships with parents and other professionals are successful and ensure children get the support they need. Regular exchange of information about children's achievements and parents' positive contributions to children's assessments ensure children's learning is supported at home.
- The childminder demonstrates clear commitment to improving the quality of provision through effective and continuous self-evaluation.

### It is not yet outstanding because:

- At times, the childminder and her assistants do not always promote younger children's emerging language skills as effectively as they do for older children, particularly during group time activities.
- The childminder does not always make the most of the performance management procedures to ensure the quality of teaching is raised to an even higher level, so that children benefit from even more highly stimulating learning experiences.

## What the setting needs to do to improve further

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

- ensure younger children receive even higher levels of support for their emerging language skills by improving the organisation of group time activities
- enhance the already good performance management systems to ensure there is a clear focus on improving the quality of teaching to an even higher standard.

### Inspection activities

- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector spoke with the provider, her assistants and children throughout the inspection when appropriate.
- The inspector carried out a joint observation with the provider.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and from information included in the provider's own survey.
- The inspector checked evidence of the suitability and the qualifications of the provider, assistants and other adults in the household.
- The inspector looked at children's records, planning documentation and a range of other documentation, including the childminder's self-evaluation form, policies and procedures.

### Inspector

Emma McKeown

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good. The childminder and her assistants provide children with stimulating and interesting experiences across all areas of learning. As a result, children are enthusiastic and motivated learners. Regular and accurate assessments ensure any gaps in children's learning are quickly identified. Successful strategies are shared with parents and other providers, which ensures gaps are narrowed and children make good progress. The childminder and her assistants promote older children's language skills well. For example, during snack time, older children sit with the adults, who encourage them to talk about the size and shape of fruit and vegetables they are helping to prepare. Younger children receive less support and interaction at this busy time; therefore, opportunities to promote their emerging language skills are sometimes missed. The childminder and her assistants promote children's problem-solving skills successfully. For example, children are encouraged to consider what is needed to build a sand castle. The childminder recognises the importance of working in partnership with parents and other providers. She has been instrumental in establishing procedures to share learning strategies, to ensure children's learning continues to be supported. Parents comment that they feel valued and fully involved in their child's learning.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children form exceptionally strong bonds with the childminder and her assistants from the start. Highly effective settling-in arrangements support the needs of children extremely well. Children are active in their learning and make safe and independent choices from the wide range of stimulating and age-appropriate resources. Children develop excellent physical skills as they learn to dance and jump, make marks and practise their emerging writing skills. Children learn to take appropriate risks as they hold hands to walk across a plank. All children benefit from daily activities outside. They learn about nature as they grow a variety of plants to stimulate their senses. Children are learning about the importance of excellent hygiene practices through daily discussions and activities. Children are self-confident and gain the skills needed to be ready to move on to the next stage in their learning, when the time comes.

### **The effectiveness of the leadership and management of the early years provision is good**

There are robust systems in place to ensure children are kept safe from harm, including safe recruitment. The childminder uses her assessments of children's progress, together with feedback from parents, to evaluate her provision and drive forward improvement. The childminder is highly qualified and attends regular training to enhance her already good practice. However, although performance management systems are in place, they do not always promote the sharing of knowledge and expertise. Consequently, opportunities to improve the quality of teaching to an even higher standard are sometimes missed.

## Setting details

<b>Unique reference number</b>	317183
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	847721
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	52
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20 August 2009
<b>Telephone number</b>	

The childminder was registered in 1991 and lives in Sedbergh, Cumbria. She works with assistants and operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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