

Inspection date	12 March 2015
Previous inspection date	4 March 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
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		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is outstanding because the childminder and her assistants follow and extend children's individual interests exceptionally well. As a result, all children make rapid progress across the seven areas of learning.
- Children have developed strong and positive relationships with the childminder and her assistants. Therefore, children are extremely confident and comfortable in their surroundings as they are very happy and settled.
- The childminder and her assistants provide children with a rich variety of challenging and exciting learning experiences. This means children are well motivated and actively engaged in all activities.
- Children are safeguarded well because the childminder and her assistants have an excellent understanding of the safeguarding and welfare requirements. They fully understand the procedures to follow if they have any concerns, which protects children's welfare.
- The childminder uses self-evaluation systems effectively to identify strengths and areas for future development. This ensures sustained improvement over time to support children's high levels of achievement.
- Children are extremely well behaved as they fully understand the expectations and boundaries. The childminder and her assistants are positive role models because they use a number of effective strategies, such as distraction techniques, to reinforce appropriate behaviour. Consistent praise and encouragement is used to promote children's self-esteem.
- The childminder and her assistants have established successful partnerships with parents, other professionals and local primary schools, which ensures children's individual needs are fully met. Consequently, children's emotional well-being is effectively promoted through this continuity of care and learning.

What the setting needs to do to improve further

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

- continue to extend the already excellent systems for monitoring and evaluation of teaching practice, for example, by introducing peer observations to maximise children's learning to the optimum.

Inspection activities

- The inspector viewed all areas accessed by the children.
- The inspector observed play and learning opportunities for the children.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder and assistants at appropriate times throughout the inspection.
- The inspector looked at and discussed a range of records, policies and procedures with the childminder, including evidence of qualifications and suitability of all adults in the household.
- The inspector took account of the views of parents through written letters and questionnaires obtained by the childminder.

Inspector

Rachel Enright

Inspection findings

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

The childminder and her assistants successfully support children's communication and language development very well. They interact extremely well with children, engage in constant discussion and use effective questioning techniques. This means children become confident communicators as they comfortably express their own ideas and make their own choices. Children have access to an excellent range of high-quality resources, which enables them to engage in purposeful and focused play. As a result, they are eager to participate in all activities and show high levels of concentration throughout their learning. Children show enthusiasm and excitement as they explore foam in the outdoor area and use magnifying glasses to hunt for hidden items in the indoor playroom. The childminder and her assistants complete detailed observations, assessments and summary reports. These recognise children's achievements, identify their next steps in learning and track their ongoing progress. This ensures that children who are at risk of falling below their expected levels of development are identified quickly and receive appropriate intervention. Consequently, children are very well prepared as they acquire an excellent range of skills needed for the next stage in their learning at school.

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

Children show exceptionally high levels of independence. They confidently initiate their own play and help with tasks during mealtimes, such as making their own pizzas for lunch. The childminder and her assistants create a warm, friendly and stimulating environment to support children's all-round development. There is an excellent selection of children's work and photographs displayed around the playroom. This means children develop a strong sense of self and belonging in the childminder's home. Children's personal, social and emotional development are very well promoted, as they attend toddler groups and take part in regular outings. They also have excellent opportunities to be physically active and develop their coordination skills. The childminder and her assistants reinforce the importance of safety throughout children's activities and daily routines. For example, children receive visits from the fire safety officers and take part in regular fire evacuations.

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

The childminder and her assistants have attended a variety of training, which means they have a thorough understanding of the requirements of the Early Years Foundation Stage. They work together to monitor and evaluate the educational programmes to ensure that children are progressing exceptionally well. The childminder fully understands the importance of reflecting on daily practice and shows a strong commitment to further her own professional development. She has highly effective systems in place to monitor the performance of her assistants to ensure they are well supported. However, there is now scope to further develop these systems. For example, by introducing peer observations that enable the childminder's assistants to reflect on their practice even more and extend their already excellent teaching skills.

Setting details

Unique reference number	EY335104
Local authority	Sunderland
Inspection number	857079
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	30
Number of children on roll	25
Name of provider	
Date of previous inspection	4 March 2009
Telephone number	

The childminder was registered in 2006 and lives in Sunderland. She has four assistants who work alongside her at various times. The childminder operates from 6am to 7pm, Monday to Friday, for 47 weeks of the year. The childminder receives funding for the provision of early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

