

Inspection date

15/03/2013

Previous inspection date

25/08/2009

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 childminder recognises the uniqueness of each child and provides an extremely warm welcome to all children and their families. Relationships between children and the childminder are highly secure, trusting and warm.
- Safeguarding all children is given the highest priority.
- Children are well supported to acquire the skills and capacity to develop and learn effectively, and to be ready for the next steps in their learning.
- Children are fully involved and engrossed as they play an active role in the setting, making choices and decisions. They benefit from an inspiring, enabling environment where they are eager to learn with an extensive range of toys and resources both indoors and outside.
- The childminder establishes highly successful partnerships with parents and others in order to actively meet children's individual needs.
- The childminder is a highly skilled, dedicated and committed practitioner who has an extensive knowledge of early years and how children learn and develop.

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 engaged in ongoing discussion with the childminder to assess her understanding of the welfare requirements and samples of policies and other records were checked.

- The inspector discussed the process of self-evaluation and how the childminder obtains the views of all the users to ensure her setting meets their needs and aspects for future improvement.

- The inspector observed children playing and having their snack, and the interaction between the childminder and the children.

- The inspector looked at children's information and development records. These were discussed with the childminder to assess her understanding of the children's developmental milestones and how she plans for children's next steps.

- The majority of the inspection was spent with the childminder observing her practice and the attitudes of the minded children. This took place in the childminder's home.

Inspector

Marie Thompson

Full Report

Information about the setting

The childminder was registered in 1993. She lives with her husband and family in Salisbury, Wiltshire. The accommodation available for childminding includes use of the ground floor areas of the house. Four first floor bedrooms are used for sleeping young children, of which one of these has a bed solely for use of minded children. There is a fully enclosed rear garden for outdoor play. The childminder takes children on outings to local parks, venues, and toddler groups. The family keeps three cats.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll; of these four are in the early years age group. The childminder supports children with special educational needs and those who speak English as an additional language.

What the setting needs to do to improve further

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

- support young children to predict and make connections in experiences by, for example, ensuring to wash their hands each time before eating.

Inspection judgements

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

The childminder has an excellent knowledge and understanding of the Early Years Foundation Stage. She is skilled at extending children's play and learning, and gains as much information as possible from parents when their children first start so that she can establish their capabilities and starting points, in order to do this. Activities provide optimum challenge and help children make very rapid progress in their learning and development. Ongoing summative assessments are rigorous and reflected in the level of detail in each individual profile. The childminder provides an extensive range of activities that clearly cover all areas of learning very well. As a result all children make outstanding progress in their learning and clearly enjoy the time they spend with her. Parents are fully involved in their children's learning because they see these records regularly and often take them home. Regular updates, summaries and some written comments from the parents ensure all adults are working together effectively to meet children's needs. The childminder has a thorough understanding of the two-year progress check and has completed detailed reports which were undertaken with parents.

The childminder excels in offering activities and learning experiences based on the

principles of respect and responsibility through exploration and discovery. Systems to monitor and evaluate the educational programmes are securely embedded. This results in well targeted and focussed planning of activities. There is a superb mix of child-led and adult- initiated activities that greatly enhance the learning of the children. Children play in a stimulating environment. They access an extensive range of high quality resources from picture-labelled boxes and cupboards. The childminder makes very good use of spontaneous everyday experiences to follow children's questions and interests. Children enjoy a wealth of learning opportunities which are fun and help to develop many skills for the future. For example, dressing up, playing shops or post offices and having tea parties all encourage imagination and help children learn about their world in a safe environment.

Cooking activities introduce children to a range of useful mathematical processes. Children take responsibility for the entire cooking process, from cutting chives from the garden to chopping the vegetables and grating, rolling, weighing, pouring and measuring the ingredients, depending on what they are cooking. They have made naan bread pizza, short bread, breakfast muffins, and soup. Children thoroughly enjoy going to the local shops or supermarkets to buy the ingredients for these activities. Children have many opportunities to develop their creative skills. They paint, draw and experiment with colour, texture and a range of materials. An exceptional range of sensory materials, such as treasure baskets, are provided for children to explore and investigate. The childminder skillfully challenges and extends children's thinking by asking open questions. This also helps children make connections in their learning. The childminder provides a broad range of activities to help extend children's knowledge of the world they live in.

The children's communication, language and literacy skills are developing very well. They chat away, sing spontaneously and are very confident in their surroundings, demonstrating that they feel safe and have a good sense of belonging. Children have access to a vast amount of books, which are used for stories or to support their projects. Children learn many aspects of farming life. They go to the farm park to feed the animals. Children had a super time learning about how wheat grows. They used some of the wheat to make model hedgehogs and pastry for pies. Children returned to the wheat field to watch the combine harvester, and learnt how the wheat was turned into bails, and the field was ploughed for the new harvest. Children searched for frog spawn in the stream. They collected the spawn and put it into a tub, watching the frogs form and grow. Children have daily opportunities to be outside in the fresh air. They relish running around the garden and jumping in muddy puddles, going on long walks to the woods and the beach, and taking part in sports day each year. The childminder dedicates every part of her working day to creating the best possible outcomes for all children in her care. Consequently, children are extremely motivated learners and make excellent progress in their learning.

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

Children thrive in a homely, safe, welcoming and child-friendly setting. They settle exceptionally well due to the significant skills of the childminder who provides a nurturing, caring environment where children are at ease and highly valued as being unique.

Children develop an exceptional sense of security and well-being through familiar routines. The childminder acts as a calm, consistent role model offering reassurance and smiles to develop children's sense of confidence, security and well-being. Children are articulate and self-assured. They behave very well because the childminder offers frequent praise and encouragement. This promotes children's self-esteem and a positive and enthusiastic attitude to learning. Children are valued as unique individuals and the childminder's passion for promoting the outcomes for all children is at the heart of her practice. These positive early experiences allow children to flourish and to form sound, subsequent relationships. The childminder is highly attentive and has a superb understanding of each child's individual needs, and goes out of her way to support their needs

Children develop a highly effective understanding of what contributes to a healthy lifestyle as they access the outdoors all year round. Parents provide the children's packed lunches and the childminder makes sure that the food is stored appropriately and warmed for them prior to eating. Children are provided with healthy snacks and drinks are freely accessible to them all day. Children consistently develop an excellent understanding of food that is good for them through discussion, outings and themes. For example, children help to pick, prepare and cook some of the food they consume, for example strawberries and blackberries for pies and fruit smoothies. Snack times are also an excellent learning forum as the childminder encourages children to count the segments of fruit, compare the shape, and size, and name the colours of different of fruit. This activity promotes children's mathematical development. This activity was developed further by going to the supermarket to find different fruit. The children then looked up where the fruit came from around the world. For 'Smile Week', the children watched a short film about how to clean their teeth properly. They cleaned their teeth in front of bathroom mirror, looked at the dentist tools, and different toothbrushes. Children talked about the food and drink that keep their teeth healthy. They brought things to the childminder's house that make them smile and looked at their smiles in the mirror. Thorough hygiene practices are in place when changing nappies. Pictorial posters promote and remind children to wash their hands after using the toilet and individual personalised animal towels are in place to minimise cross infection. However, the childminder does not always make sure all young children wash their hands before she offers them food to support their ability to predict and make connections in experiences.

Children have excellent opportunities to be physically active, for example, as they have regular access to the secure rear garden. Here, the children take part in planting activities. They dig the plants in, scoop the compost, water the plants and measure them regularly to see how they grow. Children also play in the paddling pool, and ride on bikes, scooters, and space hoppers in the garden. There are exceptional opportunities for them to learn about the wider world, as they participate in a wealth of outings in the local community and further afield. Access to equipment at the setting, local parks and outings gives them extensive opportunities for their physical development.

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

The childminder's understanding of how to meet the learning and development requirements is secure. She is an experienced, knowledgeable early years practitioner and provides a highly impressive service. She is dynamic in providing an outstanding home based provision where her drive and commitment is exceptional. She gives the utmost priority to ensuring that children's welfare is safeguarded. The childminder's superb understanding of her responsibilities to safeguard children and excellent measures used to do so ensure children's safety at all times. She undertakes thorough risk assessments and is aware of how to keep children safe on outings. As a result, children feel extremely safe and secure in their environment, so are ready to learn. Policies and procedures are detailed, carefully catalogued and regularly reviewed, so they reflect her practice and provision accurately. The childminder demonstrates an excellent commitment to ongoing improvement. She displays a strong commitment to further extending her skills and to improving outcomes for children. The childminder is continuously developing her practice by reflecting on the children's experiences and reviewing all aspects of the provision.

The childminder establishes excellent partnerships with parents based on mutual respect. All parents receive comprehensive, regular information about their children's progress by a means helpful to them, such as texts, e-mails, photographs, diaries and daily chats. The childminder has superb links with other Early Years Foundation Stage provisions that children attend. Working closely with these provisions helps ensure smooth transitions to the next setting and provide excellent continuity in children's care and learning.

Children thrive in the extremely well organised and resourced indoor and outdoor environment. The creative organisation and use of rich, varied and quality resources enables all children to self-select and be fully included in all activities. This means they develop high levels of independence, learn to make choices about the toys they wish to play with and are encouraged to get plenty of fresh air to promote their good health. The promotion of equality and diversity is an integral part of the daily programme. Children learn to value themselves and respect difference in others, so they can grow up making a positive contribution to society. The childminder has a clear understanding of inclusive practice. She has an excellent knowledge and understanding of the best way to nurture children's individuality to meet their welfare and learning needs. She does all she can to help children develop their potential through exciting play. As a result, children make outstanding progress in the setting.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	144833
Local authority	Wiltshire
Inspection number	846644
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	25/08/2009
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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