

Inspection date

29/09/2014

Previous inspection date

21/01/2009

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

- Children are very happy and settle well in a friendly, caring, homely environment. They form very good relationships with the childminder, her family 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.
- Children make excellent progress in their learning and development thriving and enjoying an exciting range of stimulating activities and resources. Children flourish as they benefit from the childminder's individual attention, regular assessment and support as she carefully plans and provides challenging experiences to enable rapid progress.
- Children develop excellent skills in preparation for starting school. They communicate well, behave and play nicely, concentrate and listen to one another, are confident and develop strong literacy skills with superb support from the childminder.
- Children benefit from the childminder's experience and observational skills as she readily identifies and supports children with any health and developmental concerns. She provides advice and support to parents when appropriate. Babies' individual health and care needs are met extremely well.
- The childminder undertakes safeguarding training, seeking advice when needed to ensure children are protected. Her professional development is a high priority as she constantly undertakes training and research to further her knowledge. This supports continuous developments ensuring a high quality care and learning environment for children.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the lounge.
- The inspector held discussions with the childminder, when appropriate.
- The inspector looked at a sample of children's records and progress assessments.
- The inspector checked evidence of suitability and qualifications of the childminder.
- The inspector took account of the views of parents spoken to on the day and included in the childminder's parent letters.

Inspector

Diane Hancock

Full report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and one adult child in a house in Bromsgrove, Worcestershire. Her husband and daughter are occasional assistants. The whole of the ground floor, the bathroom on the first floor and the rear garden are used for childminding. The childminder attends a local toddler group and park on a regular basis. She collects children from the local school and nursery. There are currently 15 children on roll, of whom seven are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- consider the further extension of sensory experiences for babies, for example, by providing natural materials for children to explore alongside the other toys and activities.

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, as they enjoy a vast range of extremely well-planned activities in a stimulating environment. For example, children are inquisitive and active learners, as they investigate various science experiments, such as growing crystal snowflakes. The childminder is highly successful at observing children's 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. She has high expectations and builds on their enthusiasm for construction and jigsaws by challenging them to complete more complex pieces. As a result, children are very well supported in their individual learning and their rapid progress is successfully promoted. Children are very well supported in their early reading and writing skills. For example, they use chunky pens to make marks on the wipe boards and begin to recognise key words written on flash cards, to make excellent progress. Children are exceptionally well prepared for school. For example, they learn to listen to each other during group activities and take turns as they play favourite games, such as bingo. As a result, children have a high level of concentration, self-control and develop excellent communication and listening skills.

Children are encouraged to bring in items from home, such as a spider in a magnifying box. The childminder makes the most of these spontaneous learning opportunities and builds upon their interest as they then observe and draw the spider. Children are captivated through a wide range of high quality resources and activities across all areas of learning. For example, children care for and feed caterpillars in a butterfly growing set, as they learn about the lifecycle of a caterpillar through real life observations and supported by various books, stories and discussion. Children are motivated to learn and absorbed in nature activities, as the childminder uses quizzes to also engage their interest. All children enjoy and develop their creative skills extremely well, as they benefit from an extensive range of structured crafts, painting and drawing resources, which are readily accessible. These activities are often based around seasonal activities, world events and different cultural festivals, for example, making dragon masks, puppets, Olympic torches, mother's day cards and Christmas decorations. The childminder skilfully uses these events to promote children's understanding of the world in a captivating manner, such as creating displays using the children's work, with maps and flags. Children develop a very good understanding of numbers and mathematical concepts through activities, such as baking, playing board games, using resources such as buttons and making a model robot called 'Robbie the rectangle'. Babies are included from a young age in creative activities and messy play to explore a range of sensory experiences. However, there is scope to further extend the use of natural materials in the resources that are easily accessible for babies. The childminder completes an initial assessment for all new children, as she gathers detailed information from parents regarding the baby's routine and development to meet their individual needs very well from the onset. Children are involved and enjoy sitting on the childminder's knee for story times. Babies readily smile as they thoroughly enjoy the individual attention on the childminder's knee, as she sings nursery rhymes and plays games, such as peek-a-boo and 'where's your nose?' These activities build positive relationships between the babies and the childminder and develop their communication skills.

The childminder actively seeks parental involvement, as they set goals together to ensure highly effective partnership working. They attend events together, such as sports day. The childminder provides advice to parents regarding the Early Years Foundation Stage and resource materials, such as high frequency key words. This helps parents to support their child and extend their children's literacy skills in the setting and at home. Children take home things they have made and borrow books and toys so they can involve their parents in what they have been learning. The childminder is very friendly and spends time with parents at the start and end of each day, talking about the children's achievements. The childminder builds upon what the children have been doing at home. For example, they talk about holidays and plan activities and games to help prepare the children, for example, going on a train. Furthermore, both children and parents input into their assessment books and they can take home the books at any time, which ensures they are very well-informed.

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

Children form very close relationships with the childminder, her family and their peers. The childminder shares a sense of fun with them, tickling and smiling with the babies and young children to form strong attachments. The childminder is very experienced and has a calm and loving manner with the children. As a result, babies are relaxed and have their emotional needs extremely well met. The childminder and her family ensure children have a strong sense of belonging to the setting, as they celebrate birthdays and share in family events. Children receive enthusiastic praise and encouragement by the childminder, who celebrates their success with the use of stickers. The childminder displays stars of children's achievements on the 'woo board'. All the children get involved and learn to respect and support each other's achievements. As a result, they are proud and develop their confidence and have a high sense of self-worth. The childminder is very supportive and provides encouragement for children to express their feelings and openly share concerns and worries, such as worries about attending nursery and school. As a consequence, children's emotional needs are very well supported. The childminder provides a stimulating and welcoming environment, as she sets out a wide range of their favourite toys. As a result, babies are able to explore different resources to meet their interests and settle quickly. Older children are independent, as they choose what they want to play with. For example, they freely access the extremely well organised and labelled high quality resources to enhance their interests.

Through excellent care practices, such as hygienic routines, nappy changing and hand washing regimes, the childminder very effectively meets children's care needs. Babies and young children sleep well, as the childminder is tuned into their needs. The childminder identifies and supports parents to seek early intervention regarding health concerns. As a consequence, children's health and well-being is supported excellently. The childminder works closely with parents to ensure consistency of care for children and, as a result, new children settle very well. Babies become increasingly independent, as they are encouraged to access drinks and feed themselves. Children learn about healthy lifestyles, as they eat a wide variety of substantial nutritious snacks and enjoy purposeful discussions at the dinner table. The children enjoy the social occasion of eating together. They thrive on responsibility, as they share tasks, such as taking orders, spreading crackers and serving each other. The childminder reinforces the children's learning using relevant resources to do with plate size and healthy eating activities and games. Furthermore, children benefit from lots of opportunities for fresh air and exercise, through walking to and from nursery and school and music and movement exercises. Children also enjoy use of a well-resourced garden all year round and the local park. As a result, they develop superb physical skills and habits for healthy living.

Children learn about fire safety through evacuation drills and a trip to the fire station, where they enjoy having a go with the water hose. They also learn about road safety, as they say when it is safe to cross the road or go in front of a driveway. The childminder also makes excellent use of resources to help children learn about how to keep themselves safe. Children learn about the consequences of their actions and behaviour and, as a result, they make significant improvements in the way they manage their feelings. Children are extremely well behaved and very polite, responding very well to the childminder's high expectations, clear guidance and positive encouragement. Children form close friendships, as they play very nicely together, learning how to relate to children of all ages within the childminder's home. The childminder provides advice and talks

readily to parents about children's behaviour. She works closely with them to support their children's emotional well-being and social skills. Children are very well prepared for starting school and pre-school because many can recognise and write their names and have a good knowledge of the letters and sounds. They attend a range of school events. As a result, all children are introduced to their next stage in learning environment very well.

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

Children are extremely well protected because the childminder gives children's welfare her utmost priority. She has an excellent knowledge of safeguarding procedures and follows these consistently to ensure children are kept safe. She 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 seeks advice when she has concerns about a child. All adults within the home have a Disclosure and Barring Service clearance to ensure they are suitable to look after, and be in contact with, children. The childminder is extremely well-organised regarding record keeping and excellently meets the welfare requirements, to ensure the needs of children are met. She also provides a well maintained environment with high quality resources, which are safe and suitable for the children attending.

Since the last inspection, the childminder has undertaken significant training, including a level 3 qualification in home based childcare. She seeks additional knowledge through discussions with teachers and uses this to improve her assessment and teaching skills. As a result, children benefit from highly purposeful activities to meet their individual next steps in their learning, with activities in particular, supporting children to learn about letters and sounds. The childminder makes excellent use of the internet for inspiration to gather new ideas especially for crafts and sensory resources, such as making 'flubber'. The childminder constantly strives to improve her practice and learning environment for children, regularly purchasing new equipment and toys to meet their interests. She seeks parent's views through discussion and written feedback. The childminder has acted upon previous recommendations, given at the last inspection. For example, she reflects on her practice and makes continuous improvements to the environment and extends more meaningful play experiences to meet the needs of all the children.

The childminder has very positive working relationships with parents. She spends time talking to parents, getting to know them and finding out their wishes. The childminder keeps parents informed through regular text messages sent, pretending to be from the child, so the parent can feel included. Parents are involved in the assessment process and contribute to the progress check for children aged between two and three years. Parents comment that they are very happy with how their children have settled and the excellent care they receive. Furthermore, parents provide extremely positive feedback regarding how 'genuinely happy the children are in a trustworthy, safe, lovely caring environment'. Parents fully support the excellent progress their children make with the childminder. The childminder works closely with parents and other professionals when additional support is

needed to promote children's development. The childminder is very well known at the local school. She ensures consistency of approach, for example, by using the same writing techniques and phonetics programme, to help prepare children highly effectively for school. The childminder talks regularly with the staff at other settings about children's development and ensures they work well together in order to help children to settle and reach their maximum potential.

The Childcare Register

The requirements for the compulsory 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	205036
Local authority	Worcestershire
Inspection number	865295
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	21/01/2009
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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