

Inspection date

06/11/2014

Previous inspection date

24/02/2011

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

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 kept safe because the childminder has an excellent understanding of her responsibilities with regard to safeguarding and child protection. She ensures her home is continually risk assessed and that supporting policies to keep children safe, are in place and reviewed regularly.
- The quality of teaching is excellent. The childminder is a skilful practitioner, who has robust knowledge of educational programmes and demonstrates excellent practice in supporting children to play, explore, be creative and think critically. Therefore, children make excellent progress in their learning and development.
- The childminder uses extremely effective teaching strategies to promote children's language and communication skills. She fully acknowledges young children's responses and encourages them to participate in meaningful conversations. Therefore, children confidently express their ideas, views and needs.
- The childminder is highly skilled and extremely sensitive in helping children of all ages to form exceptionally secure emotional attachments because the settling-in process is robust. This provides an exceptionally strong base and encourages children to develop their ability to explore and be independent.
- The childminder uses meticulous evaluation of her practice to make continual improvements. Her long-standing experience in childcare leads to highly effective decision-making about how best to plan future enhancements for the benefit of children.
- Excellent partnerships with parents and other professionals ensure that children's individual needs are exceptionally well met.

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 children's play, including both adult-led and child-initiated activities.
- The inspector carried out a joint observation with the childminder.
The inspector looked at children's records, evidence of the suitability of the adults living on the premises, safeguarding procedures and a variety of other documentation.
- The inspector viewed a sample of children's development records.
- The inspector took account of the views of parents' written testimonials provided by the childminder.

Inspector

Ruth Moore

Full report

Information about the setting

The childminder was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children on a farm in Marston Montgomery, near Ashbourne in Derbyshire. The whole of the ground floor and outside toilet facilities are used for childminding. There is a large garden for outdoor play. The childminder attends a toddler group. There are currently 10 children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am 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:

- build on the already excellent learning about diversity and culture to provide even more inspiring learning opportunities, for example, by introducing children to different languages.

Inspection judgements

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

This experienced and dedicated childminder has a robust in-depth knowledge of the learning and development requirements of the Early Years Foundation Stage. She has high expectations of herself and the children in her care. She has a superb understanding of how young children learn and develop. As a result, children are offered a highly innovative, motivating and nurturing experience at this setting. The childminder gathers detailed information about children's interests and individual learning needs from their parents when they first start attending. From this information, she assesses and identifies children's starting points and ongoing developmental stages extremely well. Activities place a high focus on the prime and specific areas of learning. The childminder seizes every opportunity to encourage, motivate and stimulate children's learning and because of this approach, their confidence soars and they make rapid progress in their development. The childminder's observation and assessment systems are both precise and meticulous. She completes purposeful observations of children's achievements and tracks their development to expertly monitor their progress. This includes the progress check completed between the ages of two and three years, to provide parents with a written summary of their progress against the prime areas of learning. This information is used to identify children's next steps in learning, which are included in the childminder's planning, so that they receive optimal challenge and are highly motivated to make outstanding progress. The childminder is skilled at linking all areas of learning to children's interests. This results in children benefiting hugely from learning that is specific and relevant to

them. Consequently, children are making very rapid progress towards the early learning goals. The childminder effectively identifies any gaps in children's development and addresses them through early intervention.

The quality of teaching is outstanding. Children's communication and language skills are given a high priority by the childminder at all times, as a result all of them are making superb progress and are exceeding age-related expectations. She consistently asks excellent open-ended questions to children during their play, to engage them in practising their language skills. For example, when looking at photographs, even young children show their well-developed language skills as they speak clearly, using language in the past tense, to recall events and activities that they have taken part in. Close monitoring of children's learning is undertaken to ensure that opportunities to build on and extend their development are never missed. The childminder provides opportunities for children to touch, feel and explore in their everyday play. She offers commentary and asks open questions to stimulate the children's learning further. For example, children love to use their senses as they play with lentils, pipe cleaners and kitchen equipment to stimulate their imaginations to independently construct three-dimensional shapes of fireworks. The childminder's superior understanding of children's next steps in their learning ensures that she is constantly thinking about how her teaching can move their learning on. School readiness is supported by a consistent emphasis on learning about letters, numbers, colours and shapes. Counting happens regularly and helps to consolidate children's early mathematical development and understanding. Consequently, children make outstanding progress in their learning and development and they are very well prepared for school.

Rich, varied and imaginative systems for communication ensure the childminder keeps parents informed about their child's achievements and progress. The childminder and parents work in partnership to ensure continuity of learning. Parents are actively encouraged to share what their child knows and can do from when their child starts in the childminder's care. In addition, the childminder completes innovative development files containing in-depth observations, which are supported by photographs of children carrying out activities. This means that parents receive an exceptional range of information about children's learning and development, in order to encourage their learning at home.

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

The childminder has an outstanding knowledge of children and families for whom she provides a childminding service, which means that she can address their needs exceptionally well. She asks parents for detailed information about their children before they start and makes sure that this is regularly updated to ensure that she holds accurate information. Consequently, she provides highly effective support for children's welfare, such as by being aware of any changes that may affect a child's emotional well-being. The childminder helps children to settle rapidly as she has a highly comprehensive knowledge about their routines and preferences. Children are observed to be highly confident and secure in her care. They explore the space and resources in confidence, knowing the childminder is nearby to provide support, if needed. As a result, children are confident and exceptionally happy in the childminder's care.

The childminder is an excellent role model and is highly skilled in supporting children to manage their behaviour. She consistently explains about sharing and being kind to each other and distracts children with other resources when necessary. The childminder is fully aware of the need to manage behaviour at an appropriate level that is relevant to individual children's ages and stages of development and their level of understanding. She enhances all aspects of children's social skills by actively promoting and demonstrating a positive attitude towards others. For example, children work as a team when carrying out activities. Consequently, children are making relationships and developing their social skills in preparation for their later move to nursery or school.

The childminder demonstrates a robust understanding of health and nutrition for young children. Excellent attention is given to encourage children to adopt healthy lifestyles and a healthy ethos is promoted at all times. Children are provided with nutritious and well-balanced meals. Mealtimes are sociable occasions, where children chatter happily with each other and the childminder. She provides children with multi-sensory learning opportunities, as they are encouraged to smell, taste and feel the foods on their plate. Excellent hygiene practices are in place. The childminder places particular emphasis on the importance of physical exercise, such as exploring the woods and daily use of several well-resourced garden areas. This means that, from a very early age, children learn that outdoor play is not just an activity for fair weather and as a result, they benefit from lots of fresh air. Children delight in being outside and relish in the added dimension that the freedom and space give to their play. Activities are planned that help children to learn about safety and potential dangers. Fire drills are carried out on a regular basis, so that children know what to do in an emergency. The childminder has a rich, varied and imaginative selection of books and play materials, which reflect positive images of diversity. Furthermore, the outings in the local community, help to nurture children's respect towards people, who are different to themselves. This could be enhanced further by introducing activities and resources to help children to learn about different languages.

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

The childminder demonstrates an exceptional understanding of her role and responsibility to safeguard children and promote their welfare. She has an exemplary awareness of safeguarding procedures and how to report any concerns regarding child protection. A robust safeguarding policy is in place and includes the use of cameras and the use of mobile telephones in the setting. This is shared with parents, so they all have an understanding of each other's responsibilities. All relevant checks have been completed and the childminder has attended all appropriate training. Completion of rigorous risk assessments means that children play in a home that is very safe and securely maintained.

The childminder is extremely experienced in various roles within the childcare sector. Therefore, she has a wealth of knowledge about child development and how children learn. This has an extremely positive impact on her knowledge and understanding of the Early Years Foundation Stage. This means that she has the skills to provide a rich and imaginative range of learning experiences across the seven areas of learning, both indoors

and outdoors. Precise and accurate monitoring of children's progress means that they are consistently challenged to ensure they reach their full potential. The childminder has very high expectations for all children in her care. Excellent methods of monitoring and self-evaluation are established. These are used effectively to focus on strengths and areas for improvement. Parents' and children's views are sought and acted upon. The childminder has extremely high expectations and she is fully committed to improving the quality of the service she provides. The childminder is highly motivated and participates in training to enhance her knowledge and to ensure that she provides children with the highest standards of care and education. For example, she uses the support provided through her local authority and through the Professional Association for Childcare and Early Years, to develop her knowledge in more specialist areas. This highly benefits the children and families she cares for.

Partnerships with parents are extremely effective. These have been built specifically to support children's development and complement the parents' wishes. Parents' views and their input are valued and are integral to the process of meeting children's individual needs. Partnerships with other professionals and in the community are first class. They are beneficial to children's understanding of the world and consistently support them to make significant progress in their learning. Parents' feedback is highly complimentary. They are delighted with the service they receive and are incredibly happy with how well their children are progressing.

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	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	207604
Local authority	Derbyshire
Inspection number	854430
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	24/02/2011
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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