

Inspection date	13/01/2014
Previous inspection date	02/04/2009

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 highly valued and their individuality clearly respected and celebrated. Close, loving relationships have formed with all children, who are warmly welcomed into the home as part of the childminder's extended family.
- The childminder has an excellent knowledge of how children learn, and provides a rich, varied and imaginative educational programme. Children's development is extremely well monitored and their next steps in learning accurately identified and planned for.
- Excellent partnerships with parents ensures children's continuing needs are consistently met and they are fully safeguarded in the childminder's care. Parents enthusiastically support a shared approach to children's learning and provide an excellent contribution to their learning and development while at the setting.
- The childminder is very proactive and shows an extremely strong commitment to continuing her professional development through well targeted areas for improvement and ongoing training.
- The childminder demonstrates an excellent understanding of how to promote early communication skills and basic phonic awareness through a wide variety of activities.

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 activities taking place in the playroom.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, the childminder's self-evaluation form, the register of attendance and a range of other documentation.
- The inspector checked evidence of suitability for the childminder and other adults living at the premises.

Inspector

Carly Mooney

Full report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 19 and 12 years in a house in Spalding, Lincolnshire. The whole of the ground floor and the rear garden are used for childminding. The family has a dog and koi carp as pets.

The childminder attends toddler groups. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 11 children on roll, five of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am 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:

- incorporate the cultures and beliefs of children who attend the setting through extending the excellent range of language, celebrations and experiences to increase children's understanding even further.

Inspection judgements

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

Children receive an excellent level of care and education while attending this highly stimulating and welcoming setting. The childminder speaks extensively about all children and shows a deep appreciation for their diverse backgrounds. Children make excellent progress in their learning and development due to the fantastic support and teaching provided by the childminder. For example, during a 'lunchbox' matching game the childminder introduces children to new words, such as baguette and quiche and extends this further by explaining what they are and what they are made from. She identifies opportunities to introduce new shapes, such as oval and discusses mathematical concepts, such as a half when looking at a picture of chopped tomatoes. Throughout the inspection children chose a number of games that involve close interaction from the childminder who supports their sharing and turn taking skills, which even the youngest children embrace very well. The childminder ensures activities capture children's interest and she makes excellent use of the local community and beyond to enhance children's learning. For example, a trip to a local farm park to feed the animals and collect eggs from the chickens

or soft play centres to enhance children's physical skills.

Early reading and writing skills are very well taught. Children play in an environment rich with words, on labels and posters around the playroom. The childminder effectively teaches the linking of sounds to letters when children make attempts to write their name and other words on resources, such as a wipe board. She encourages children to link the letter sound to alphabet cards displayed on the playroom wall, which develops their letter recognition. The childminder talks meaningfully to children at all times and models clear language to support their communication skills. Questions are age appropriate and used very well to analyse children's understanding and develop their thinking skills. For example, during a 'dressing the bear' game, children initiate a conversation regarding their bodies and the childminder asks, 'Where is your heart in your body'? This activity develops further, as the childminder introduces children to their pulses and they feel for this on their wrists. Children enjoy singing familiar songs using a variety of props and sign language to enhance their enjoyment and participation. As a result of these types of activities, children are gaining a vast range of skills that will support them superbly in their future learning, such as starting school.

Assessment of children's learning is extremely precise and accurate. Learning is very closely monitored and reviewed on a regular basis to ensure learning opportunities are never missed. Planning of activities consistently reflects children's interests and development needs. For example, children's curiosity with a builder and his cement mixer building a house down the road, results in lots of construction play using diggers and trucks to transport stones and wet sand to make house bricks. Parents are fully involved in the assessment process and share regular information about their children's learning and achievements at home, which are valued by the childminder and used effectively to enhance children's learning in the setting. Children who speak English as an additional language attend the setting. The childminder provides resources to ensure these children see and hear their home language in their play. She has introduced all children to a number of cultures and religions through fun activities, such as making lanterns for Divali but is now considering how she can fully incorporate the beliefs and cultures of the children who attend the setting into their play.

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

The childminder shows true affection for the children in her care and as a result warm, loving bonds have developed. They seek her out willingly for assistance in activities and interact positively in conversations. The setting is extremely well resourced and organised effectively to promote independent play. Resources are clearly labelled with words and photographs to allow all children to confidently choose what they wish to play with. For example, a two-year-old child independently accesses the babies to dress and feed, directing their own play. Children show excellent familiarity with the structure and routines of the day, such as snack time that establish expectations and ensure that children's readiness for school is fully implemented. The childminder is able to plan effectively for each child's individual needs from the beginning based on written information and

thorough discussions with parents to find out about their strengths and interests. A daily diary and thorough verbal discussions at collection time ensures children's continuing needs are constantly met to a high standard. The childminder has built secure, positive relationships with other settings children attend. She exchanges regular information about the child both verbally and through a daily diary to support learning and development. Progress reviews are also shared so next steps are known by both settings and can be incorporated into planning.

The childminder firmly believes in teaching children through rules and routines, to value and respect each other and the toys and resources they use. Children are fully aware of the behavioural expectations of the setting. They understand the importance of sharing resources and develop a sense of responsibility as they tidy away toys before choosing something else. Children show high levels of kindness and consideration towards each other during activities. For example, a child fetches another child their drink at lunchtime and offers to mend their play shoe when a flower comes loose. Children are encouraged to think about their own safety when out and about and they follow clear road safety rules on school runs. For example, children old enough to walk, always walk in twos and at a sensible distance in front of the childminder so they can be seen at all times. Furthermore, they wear high visibility jackets as an extra safety precaution to other people and traffic.

The childminder gently guides and supports children's understanding of maintaining their own personal care, such as hand washing before eating and she has introduced a unique way for children to put on their own coat without needing adult intervention. Furthermore, visual aids displayed in the bathroom act as further reminders. Children choose the snacks they would like to eat from a well-balanced range of healthy foods. They help to grow fruit and vegetables in the childminder's garden to eat at the setting so that they gain a sense of where food comes from. Parents involvement is encouraged as some children ask to take seeds home to grow in their own gardens. Once grown they bring the produce back, such as carrots to show the childminder and the other children. Children spend quality time in the fresh air on walks and outings. They have very good opportunities to access the garden in all weathers due to a covered area leading directly from the playroom. Physical play is available using resources, such as a climbing frame and slide. Other aspects of learning are also very well supported in the garden. For example, children engage in role play, sensory activities and use resources, such as streamers in the wind from their windy day box.

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

The childminder has an extremely secure understanding of the safeguarding and welfare requirements and has an informative range of policies and procedures in place to support children's well-being. She is fully aware of the procedures to follow in the event of a concern and has completed training to an advanced level, which is regularly updated to refresh her knowledge. Suitability checks are carried out on adults within the home, a record of visitors is kept and children are never left alone with people who are not vetted. Ratios are adhered to at all times, including on outings. Children are very well supervised

and the childminder ensures children are always in sight and close by on walks, especially at busy times, such as school runs. Highly comprehensive risk assessments, ensure children play in a safe and secure environment and areas are consistently monitored when in use. All documentation is effectively organised, regularly reviewed and maintained to a high standard, which supports children's safety and welfare very well.

The childminder has worked extremely hard during her extensive childminding career to provide high quality care and education. She has undertaken a range of childcare qualifications and is able to offer funded childcare for two-, three- and four-year-olds in her care. The childminder consistently reflects on her practice and has extremely effective systems in place to ensure there is an ongoing evaluation of the setting and its resources that enhances children's experiences. For example, she has recently introduced euros to 'shops' role play which some children are more familiar with. The childminder demonstrates an extremely strong commitment to improving and updating her knowledge and has a fantastic training record in place. Most recent training has included special educational needs coordinator awareness and attending a childminding network conference. The childminder demonstrates through her exemplary practice that she has an excellent understanding of her responsibilities in meeting the welfare and learning and development requirements at all times.

The childminder has built excellent working and personal relationships with parents and values their active contribution to their children's life while at the setting. Parents and children's thoughts and opinions are highly valued and they comment enthusiastically in regular feedback obtained by the childminder. For example, children say that they 'enjoy playing with the rocket and cars, love playing in the garden and going on outings'. Parents feel that the level of childcare is of a high standard and that they receive a good evaluation of what their child has been doing. The childminder does not currently need to liaise with outside professionals regarding any children in her care but is very well experienced and knowledgeable regarding working together to support children's progress should the need arise. Overall, children receive a high standard of care and education, delivered in a highly stimulating play environment, which enables children to feel extremely safe, secure and happy.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. It will be monitored and inspected within twelve months of the date of this 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		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	209177
Local authority	Lincolnshire
Inspection number	947984
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	02/04/2009
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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