

Inspection date	07/08/2014
Previous inspection date	20/01/2009

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

- The childminder places a superb focus on children's individual learning needs. She uses her highly effective skills in observation, assessment and planning to ensure all children make rapid progress in their learning and development.
- The quality of teaching is excellent because the childminder has an in-depth understanding of how young children learn. She provides an excellent range of interesting and captivating activities for children in her care. As a result, they are eager to learn and make excellent progress from their starting points.
- Children's safety and well-being is highly prioritised. Robust risk assessment, stringent safety measures and highly comprehensive safeguarding procedures ensure that children feel safe and are secure.
- Children benefit from the extremely effective partnerships that exist between the childminder and parents. Information is regularly shared to enhance children's care and learning.
- The business side of the childminder's practice is exceptionally well organised. She is very proactive in researching and incorporating different ways of working to benefit the children placed with her.

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 viewed the premises used for childminding, both indoors and outdoors.
- The inspector sampled children's assessment records and the planning documentation, and looked at a selection of policies and procedures, including safeguarding and risk assessments.
- The inspector carried out a joint observation with the childminder and discussed children's learning and development.
- The inspector checked evidence of the suitability and qualifications of the childminder and their self-evaluation form.
- The inspector talked to the children and childminder at appropriate times throughout the inspection and observed a variety of activities both indoors and outdoors.
- The inspector took account of the views of parents by reading a number of comments on questionnaires and letters given to the childminder.

Inspector

Rachel Howell

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and three children aged 20, 19 and 16 years in a house in Northampton. The whole of the ground floor, including a small playroom and the enclosed rear garden, are used for childminding. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. There are currently five children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder attends a childminder group, visits local shops, the library and parks regularly. She drops off and collects children from the local schools and nursery. The childminder receives funding for three- and four-year-old children. She holds an appropriate early years qualification at level 3 and 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:

- consider enhancing the already very good provision for children to learn about and practise their skills with information and communication technology resources.

Inspection judgements

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

The quality of teaching is excellent. The childminder has exceptional knowledge of the learning and development requirements of the Early Years Foundation Stage. She has very high expectations of herself and of the children in her care. As a result, children thrive and are well motivated to learn in this extremely high quality setting. The childminder promotes excellent learning outcomes for children, through highly innovative and rich learning opportunities. She uses her extensive knowledge to plan an abundance of activities and experiences, ensuring that children are effectively challenged and inspired to learn. For instance, the exciting, stimulating and extremely well-organised environment, both inside and outdoors, ensures that all children make rapid progress towards the early learning goals. Children freely engage in many independently selected activities, such as exploration in the outdoor mud kitchen, which they sustain for long periods of time. This excellent practice promotes their independence extremely well and encourages self-confidence. However, there is scope for the childminder to enhance the already very good provision for children to learn about and practice their skills with information and communication technology. For example, by providing more frequent access to computers, in order for children to learn to navigate age-appropriate software.

The childminder has high expectations of the children. She listens closely to what they say and asks questions that can be answered in a range of different ways. She gives children

plenty of time to think and respond and clearly values their efforts. For example, during children's exploration with the construction and train set. The childminder expertly assists younger children to solve their own problems and challenges through carefully phrased, open-ended questions. As a result, children's creative and critical thinking skills are fostered and this facilitates them with developing essential characteristics of effective learning. The childminder effectively models and encourages children's communication and speech during activities, interactions and through engaged discussion. As a result, children's communication and language skills are continually enhanced. Children develop an understanding of the world through visits to the shops, library, nearby park and local school. They learn about similarities and differences in the wider world through planned activities focused on multi-cultural festivals and customs, such as exploring Chinese number writing during Chinese New Year. The childminder takes children to larger social groups on a weekly basis. As a result, children get used to being with other children from an early age and they develop very good social skills. This effectively supports them when they move on to the next stage in their learning.

Each child has a comprehensive and well-presented individual learning journal, which includes photographs and observations of their learning and achievements. The childminder makes very good use of guidance documents to track children's development. This ensures teaching accurately focuses on individual children's interests and developmental needs. As a result, children are progressing exceedingly well. The childminder values parents' role as first educators. She collects detailed information from parents about all aspects of children's prior learning and development and expertly uses this to assess their starting points. She continues, through precise observations and accurate assessments, to track progress and effectively plan for the next steps in children's learning and development. The childminder completes the progress check between the ages of two and three years and provides regular, comprehensive and informative reports for parents. This ensures that any gaps in children's learning and development are quickly identified and addressed through early intervention and appropriate support. As a result, children are exceptionally well supported and make excellent progress in readiness for school.

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

Children are happy and relaxed in the childminder's care. The childminder values the children's contributions and clearly enjoys listening to their comments and ideas throughout the day. For example, a young child's confidence is nurtured through the happy facial expressions and positive praise used by the childminder, which are supported by claps and cheers for their achievements. As a result, their self-esteem and confidence is greatly enhanced. Children settle quickly because the childminder takes time to get to know them and their families before the children begin attending. She offers flexible settling in sessions and forms excellent working relationships with parents. As a result, she has an extremely good understanding of children's individual care needs and routines. Consequently, children form strong attachments with the childminder, which very effectively support their emotional well-being.

Children's behaviour is exemplary because the childminder is an excellent role model. She has basic house rules, which are shared with children and parents. The children clearly understand what is expected of them as they are extremely well behaved and polite. Children support each other at all times, showing very caring attitudes, especially to younger children. For example, children ask the childminder to assist their younger friend when the wheel of his trike gets caught. The childminder very effectively introduces visitors into the provision, as they are encouraged to post a visitor symbol on the children's daily board. The children quickly comment on this when they themselves are spontaneously recapping who is here today. This effectively supports children's self-confidence and their enjoyment of interaction with new people. Meal times are a social time, where the childminder and children all eat their own packed lunches together. Children learn about sitting at the table to eat their meals, following routines and learning excellent manners and social skills. This very effectively supports their personal, social and emotional development and offers them essential skills that they can use when they move on to school.

Children have a superb understanding of healthy lifestyles because the childminder provides a range of healthy and nutritious snacks. Children show their understanding of this readily, such as telling the childminder that, 'fruit makes you big and strong'. Children show that they are very capable at leading their own personal hygiene skills as they independently wash their hands before eating and after using the toilet. The childminder supports this excellently with interesting and easily understandable picture routines and displays in the toileting area. Children have free access to daily outdoor activities. This ensures they benefit from opportunities to be active in the fresh air. The childminder provides children with excellent outdoor facilities that include; climbing apparatus, ball games, sand and water play, imaginative role play, an array of bikes and ride-on toys and inspirational small world activity displays. She has a superb understanding of how to promote children's learning in the outdoor environment. For example, she has extended the role-play provision by introducing a mud kitchen, which very effectively provides for children's independent engagement with natural and open-ended resources. Children learn to take risks while safely using the equipment in the childminder's garden and on the more challenging climbing equipment at various parks that they visit with the childminder. Consequently, children develop very healthy, positive attitudes to physical activity and thoroughly enjoy being outdoors.

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

The childminder has a comprehensive range of policies and procedures in place to underpin her outstanding practice. These are regularly reviewed and shared with parents. The childminder's policies are also very well implemented and underpin all aspects of her excellent provision. Safeguarding children is prioritised and is exceptionally well promoted. The childminder has attended further training and has a comprehensive understanding of her responsibilities relating to safeguarding children. This is exceedingly well supported

through written procedures and a wealth of additional information, enabling her to identify children at risk and take immediate action. The childminder has written risk assessments in place and she is able to discuss how she has identified and minimised potential hazards to ensure children's safety. These are reviewed on a regular basis to address any changes that might occur in the care of individual children. Her meticulous organisation, thorough risk assessments and daily checks ensure that children's safety is promoted at all times.

The childminder has very strong partnerships with parents. She actively supports two-way communication with parents through a variety of means to ensure all parents are involved in their child's learning and care. The childminder works hard to provide advice and support and a wealth of information for parents. She has created a particularly inviting entrance area in which she displays a considerable amount of relevant material and useful leaflets. The childminder regularly shares children's developmental journals with parents and asks for their comments. She gains valuable insight into children's learning at home through observations and details of home learning experiences. For example, she provides parents with holiday and home experience sheets to complete. The childminder effectively uses the information within these to ensure continuity in children's care and learning. Parents highly value the childminder's provision and comment that, 'she is a fantastic childminder and goes the extra mile in everything that she does with the children'. Consistency of care is further promoted, as the childminder has established purposeful working relationships with others providing care for the children. For example, she exchanges information with the private nursery and local school that the children attend, so that they can work together to ensure that children are offered consistent support.

The childminder is extremely organised, highly motivated and fully committed to her work. She uses her expert knowledge, experience and excellent attention to detail to provide high quality childcare. She ensures that she keeps up-to-date with all necessary statutory requirements and seeks to further her professional development by attending a variety of relevant training. Since the last inspection, the childminder has made immense progress in her practice. She has been working hard to implement some very high quality, stimulating learning areas and in particular improve her outdoor provision. All previous recommendations have been fully met. For instance, she has developed her information gathering process to include observations and assessment and uses this to identify children's interests. She then plans relevant and motivating experiences for each child. She effectively reflects on and evaluates her practice taking into account the views of parents and children and identifies her strengths and weaknesses. The childminder has an excellent support network and is willing to share her good practice and learn from others. She is innovative and inspirational. She provides an excellent service for children and families who attend her setting.

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	220992
Local authority	Northamptonshire
Inspection number	865906
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	20/01/2009
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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