

Inspection date

14/04/2014

Previous inspection date

15/06/2009

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

- The childminder has an outstanding knowledge of the Early Years Foundation Stage. She has an excellent understanding of how children learn and uses a rich and varied range of inspiring teaching strategies and resources to support children's learning. As a result, they make excellent progress in relation to their individual starting points.
- Secure caring attachments are evident between the children and the childminder who works very closely with parents and knows children's individual needs extremely well. As a consequence, children are independent and active learners, exhibiting very high levels of self-esteem and confidence.
- The environment is interesting and stimulating with enriching learning opportunities provided through a varied range of resources. These are well organised and presented in various ways that enable children to choose things for themselves. As a result, children are well supported to initiate their own play and their emotional well-being is fostered.
- The childminder has an excellent understanding of the importance of keeping children safe from harm and of the safeguarding procedures. Therefore, she is able to clearly explain what actions to take if she has any concerns about children's care, safety and welfare.
- A comprehensive self-evaluation of practice is in place, which highlights examples of continued outstanding practice and consistently identifies areas for further development. The childminder is reflective in her approach and ensures that ongoing quality improvements are identified and addressed swiftly.

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 playing in the kitchen, dining area and playroom reception area.
- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector discussed the activities children completed during the inspection and those provided for the older children in her care.
- The inspector viewed the statements provided by parents of the minded children looked after by the childminder.
- The inspector looked at children's observation, assessment and the tracking records used to monitor children's progress.
- The inspector checked evidence of suitability, viewed the safeguarding and complaint policy and discussed the procedures with the childminder. She viewed the self-evaluation systems and risk assessments that support the childminding service.

Inspector
Carys Millican

Full report

Information about the setting

The childminder was registered in 1988 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult family in Whitehaven, Cumbria. The whole of the childminder's home and the rear garden are used for childminding.

The childminder attends several pre-school and toddler groups, soft play facilities and attends activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local pre-schools. There are currently nine children on roll, seven of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

The childminder is a member of 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:

- enhance further the already excellent outdoor provision by providing greater opportunities for all children to learn about the natural world, for example, by extending growing and planting to support children's deeper knowledge of the outdoor world around them.

Inspection judgements

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

The quality of teaching and learning is of a consistently high quality. The childminder has an exceptional knowledge of children's individual needs. She clearly identifies the rapid progress that children make in relation to their starting points. The childminder completes clear and accurate assessments and identifies the next steps in children's learning. She adapts an excellent range of activities to ensure all children can take part and be included. For example, the childminder introduces the children to a gloop mixture, which she places in a shallow tray on the kitchen floor, so that the younger, not so mobile children, can help themselves. The childminder is extremely receptive and responsive to the choices children make during their play. She allows children to choose activities for themselves and engages with them at appropriate times in their play. The childminder constantly speaks with the children to promote their communication and language skills. She asks open questions skilfully to encourage children to consider their approach to activities. Consequently, children are well supported and inspired in their learning, which enables them to develop the skills they need for their future move and for starting school. Children

show a strong exploratory approach as they investigate the resources stored in the reception play area. For example, they enthusiastically pull open the labelled containers to see what they can find. They search through the box of animals and transport them from one container to another and the childminder identifies what they have found. The childminder has introduced several hand-made sensory play materials into the resources, for example, glitter filled liquid bottles and metal, wooden and fabric treasure baskets. Children enjoy exploring these unique items. They take out the objects one by one, look at them, bang them together and feel the coolness of the metal against their skin. They pretend to mix things together using the whisks and spoons in the bowl and bang the scoops and spoons to see what they sound like.

Children are confident and enthusiastic. They show the childminder how they can competently walk from one side of the room to another, push activity toys, walk unaided, or pull themselves to standing using the toy kitchen unit. The childminder praises their achievement, this boosts their confidence and self-esteem very effectively, so they repeat the process. Children persist for short periods of time, which is normal for their age and return to these favourite activities again and again. For example, the gloop is looked at, then fingers go into it, then a ball is dropped into it and picked out again. The childminder encourages the children to get messy and supports their play in an exceptionally thoughtful and positive way. Children's personal, social and emotional development are given careful consideration. The childminder follows their lead. For example, when she sees a child doing the actions of a song she puts on the tape and they sing it together. While looking through the toys, children point to pictures of themselves and their friends. The childminder reinforces children's language skills by saying the name and sounding out the letters, which encourages them to respond by vocalising back in their own way. Children learn about the difference and diversity of the world around them. They visit places in the community and celebrate festivals and events at their social group meeting with other children.

Relationships with parents and carers are excellent and the childminder strives constantly to involve them in all aspects of their children's care and learning. The childminder speaks with parents daily on arrival and collection about children's individual needs. They share information in diaries to support continuity of care and routines. The childminder takes pictures as the children play and forwards them onto their parents, so that they can see what they are doing while they are at work. Parents are invited to share observations of children's progress at home. They are encouraged to complete and extend the activities and events their children take part in with the childminder. The childminder takes children to larger social groups to mix with other children and for more physical play opportunities. As a result, children's physical development is promoted and they get used to being with other children from an early age, so they can settle more easily later in their learning through visiting social group activities.

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

The settling-in process is tailored to meet the individual needs of each child and is flexible for the parents. The childminder manages this extremely well, as visits with parents are arranged first, so that they can support their children and then short visits are initiated

where children stay on their own. During this time, the childminder and parents exchange a wealth of information. The parents receive a parent pack containing information about the childminder, the curriculum and the Early Years Foundation Stage, policies and procedures and information about what children will do. The childminder asks parents to complete detailed registration documents and consent forms, with initial information about their child's interests and development. This enables the childminder to fully meet the children's needs. Parents appreciate the tailored settling-in strategies because they see that their children are settled, comfortable and safe in the childminder's care when they return to work.

Future moves onto other childcare settings and onto school are also effectively managed to enable children to cope with their change in routines and new environment. The childminder visits the new establishment and asks for information to be sent to her, so she can talk about the move with the children. She then shares this information with the children about what they will be doing, their new teachers and new rooms. This ensures that children continue to feel safe and secure in their new setting. The childminder also takes children to several toddler groups and social groups in the locality. As a result, children enjoy close contact with other children in larger groups outside the childminder's home. When children eventually start school, the childminder continues to develop strong relationships with these providers. The childminder and staff regularly exchange information about children's achievements and development to ensure continuity of care and learning in both settings. Children are confident and as they get older, the childminder empowers them to become independent in their personal care, confident in making their views known and keen to try new things. As a result, they continue to make excellent progress in their learning and development.

Children develop an excellent understanding of the need to have a healthy lifestyle and to keep themselves fit and well. They have access to fresh air and exercise daily, either in the childminder's garden, on walks in the community or the local park. They learn to take risks while safely using larger climbing equipment in the adventure playgrounds and at the soft play facilities they attend. Their confidence grows as they try new feats and capably try different things for themselves. For example, climbing up steps and using the slide. Children learn about healthy eating and understand the importance of sitting at the table to eat their meals, following routines and learning excellent manners and social skills. This also prepares them for eating in the school hall while having school meals or packed lunches. Learning basic hygiene practice is an integral part of children's physical development and they learn from an early age, the importance of this task. Children have their hands wiped when having their nappies changed and learn that before meals, they must wash their hands and as they get older, they see to their personal care needs successfully. The outside space is well managed and organised, so that children have plenty of room to play on the recently extended patio area and the grass section. Children are provided with a wealth of activities and physical play equipment outside, for example, a mud kitchen, wheeled toys, sand and water. However, there is still some scope to further enhance and extend children's enthusiasm for growing things and caring for their natural habitat. Children begin to understand simple rules and boundaries to keep themselves safe. They understand the importance of handing back things that do not belong to them and from an early age, they learn to put things back when they have finished with them. Children learn to take turns in group activities and cooperate well

together as they play. The childminder helps children to learn how to keep themselves safe by teaching them about road and fire safety. They learn to walk carefully when near the road to prevent accidents and how to leave the house quickly in an emergency.

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

The childminder has an excellent understanding of the Statutory framework for the Early Years Foundation Stage. She attends additional training to keep her professional development up to date. She is consistent in developing her knowledge and uses it extremely effectively in providing high quality care for children. The childminder thoroughly understands the need to provide a wide range of learning opportunities designed to meet the needs of individual children. Therefore, she tailors her provision to support the individual care and learning needs for each child. The childminder tracks and monitors children's development and learning, so that they continue to make rapid progress in the learning in relation to their individual starting points.

The childminder has a secure knowledge of safeguarding and updates her own understanding through training online, as well as, by attending cluster meetings regularly. This ensures that she knows and follows the local procedures correctly, if she had any concerns about a child in her care. Parents are made aware of her responsibility to protect all the children in her care. They are provided with a copy of her policies and procedures in their own parent pack, which are used to ensure the safe, smooth and efficient management of her provision. These have all been updated in line with recent changes and are regularly reviewed. The childminder implements thorough risk assessments to prevent accidents to children. These identify any hazards on the premises, in the garden, out in the local community and on trips to the town and further afield. Safety equipment is checked regularly and the necessary insurances are meticulously obtained. The premises are secure to prevent children leaving unsupervised and only authorised persons are admitted. Visitors to the family home are recorded and procedures are in place to ensure that children are never left on their own with persons unsupervised.

The childminder uses self-evaluation very effectively to identify her strengths and highlight any further areas for improvement. Since the last inspection, the childminder checks her first aid box regularly to make sure all bandages are in date and suitable for use. Parents and carers are regularly consulted about any ideas for future development and any concerns they may have. The questionnaires and comments from parents show that they are extremely happy with the care provided and know their children are safe, secure and happy in the childminder's care. For example, they say the childminder is very supportive, approachable, kind and caring. Parents feel that they have excellent communication with her and discuss their child's progress on arrival and at collection times where the childminder makes time for them to speak to her, no matter what time of day it is.

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. 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	317139
Local authority	Cumbria
Inspection number	847719
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	15/06/2009
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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