

Inspection date	10/04/2013
Previous inspection date	17/08/2009

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

- All children receive highly effective individualised support from an extremely skilled childminder who has a thorough knowledge of the Early Years Foundation Stage.
- Secure attachments are seen as a result of the inspirational interactions between the childminder and children.
- The childminder strives to continually improve her setting through robust evaluation of what her childcare provision offers, this fully benefits the experiences children have in her care.
- A close working relationship is developed with parents from the start which helps parents to share what they know about their child and keeps them fully informed about their children's achievements and progress.

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 made observations of the children while they were engaged in activities in the childminder's home.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the childminder at different times, taking into account their needs.
- The inspector took account of parents' views, through written documentation they had provided for the inspection and the information from parental questionnaires.

Inspector

Anthea Errington

Full Report

Information about the setting

The childminder was registered in 2000. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and daughter in a house in Cramlington, Northumberland. The whole of the ground floor and bathroom on the first floor are used for childminding. A rear garden is available for outdoor play and the family has a dog and tortoise as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder supports children with special needs and/or disabilities.

There are currently 10 children on roll, of whom five 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.

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 otherwise excellent range of resources, to include a range of natural materials for the children to arrange, compare and order.

Inspection judgements

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

The childminder has an excellent knowledge of child development and how children learn. This means that she provides a superb and interesting range of age-appropriate activities in a welcoming, accessible and child-centred environment. These meet the needs of all age groups, capture their interests and help them to develop a very positive approach to learning. Young children make superb progress in their learning and are highly motivated to learn with the enthusiastic support of the childminder who ensures learning is always interesting, challenging and fun. The childminder's quality of teaching is extremely effective. She enthusiastically involves herself in children's play and encourages them to explore and find things out for themselves. Consequently, children show good levels of motivation and engagement in activities. At all times she fully interacts with the children and asks purposeful questions to ensure children remain interested and challenged.

Children are very confident communicators, they use complex sentences to link their thoughts and express themselves, for example, they tell the childminder 'how much they

love her' as they playfully interact with her. In addition, they display exceptional confidence in their abilities and are eager to display their knowledge. They are confident to initiate conversation and are polite and respectful at all times, interacting with one another and displaying respect for each other's feelings as they share and take turns. This reflects the very good progress they make in their personal, social and emotional development. Children make superb progress in their numeracy skills as they confidently engage in a wide range of activities. Children persist with more challenging activities, as a result of the childminder's sensitive intervention. She supports them well as she encourages them to participate in simple addition and subtraction. For example, she asks the children how many fingers are left if she takes away 'three' of which the children confidently reply 'two'. They quickly identify and compare large and small images and correctly count the images displayed. Children have lots of opportunities to practise making marks and use various media to support them. For example, they select to use favourite and familiar resources, such as toy trains, to make patterns as they run the wheels through the paint. In addition, they write their own attendance register, as well as completing text on the activities they have undertaken, such as making milkshakes. Children display curiosity and skill as they skilfully use technology toys, resulting in photographs of their work, as well completing favourite games. The childminder ensures she portrays positive images of diversity in her environment through posters, books and role play toys. As a result, children learn to value and appreciate the similarities and differences between themselves and others. Excellent support is given by the childminder to all the children and this ensures children effectively develop the key skills they need for the next steps in their learning when they attend school.

Records of learning, which include photographs, evidence of children's work, as well as detailed written observations, give parents an interesting and meaningful picture of what their children do. They also show what they are learning, and what their next stages of development are. Consequently, they can support their children's learning at home and share new achievements with the childminder, in order to help them make optimum progress. The childminder observes and monitors children's progress successfully and plans for children's interests as well as their next steps for learning. Children are working comfortably within the typical range of development expected for their age and their starting points.

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

The childminder develops strong, positive and secure attachments with the children, she listens to them and is highly attentive to their needs. Inclusion is well considered through settling-in procedures, and the childminder demonstrates a very good knowledge of their individual needs as well as gathering good quality information from parents. These close bonds, and the warm environment, effectively support children's emotional and physical well-being and support their transition from home to the setting. These positive relationships result in extremely happy children who can explore from the safety of the close relationship. The childminder is supporting children's progression exceptionally well because she provides a stimulating learning environment to cater for their all-round

development and emotional well-being. She provides a good range of appropriate resources of which children make their own choices about what they would like to do which develops their independence. There is scope for improvement by building on the excellent range of resources in place and providing a wider range of natural resources for children to compare and order.

The childminder has a caring, calm and consistent manner with children. Children behave exceptionally well. They are polite, considerate and display respect for others. For example, they state 'please' and 'thank you', when making their requests and are happy to share and take turns with the various resources. In addition, children access books displaying emotions, such as happy and sad faces, which supports their understanding further of their own feelings and those of others. Children learn to make healthy food choices as they discuss the foods they eat, which includes discussions about why certain foods are healthier for them than others. They explain how they enjoy the fruit in their packed lunches which keeps them healthy. Activities provided by the childminder develop their understanding further as they have great fun making fresh fruit smoothies, which they thoroughly enjoy tasting. The childminder encourages children to manage their own physical needs by making sure they have washed their hands before meals and after activities. Children explain how they must wash their hands to 'get rid of all the germs'. Visits to the park, groups and indoor play centres enable all age groups to benefit from exercise and fresh air, and experiment with more challenging equipment. This helps them to practise their existing physical skills and develop these further, which raises their self-esteem and confidence.

Daily risk assessments ensure the areas used by children are free from hazards and the childminder consistently gives the highest priority to the safety of children. Children take part in regular fire drills and clearly explain how they must leave the house quickly and sensibly. This effectively supports children's growing understanding of how to keep themselves safe.

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

The childminder demonstrates an excellent commitment to improving her professional knowledge and practice and works with her local childminding coordinator as part of her positive systems for reviewing her practice. She is highly motivated towards providing the best care for children and has an accurate awareness of her strengths and areas for development. The childminder actively encourages parents to share their views about her service and regularly distributes questionnaires to gather their opinions and views. Robust systems are in place to ensure the suitability of assistants, including appropriate vetting checks, and ongoing systems of supervision. She demonstrates an excellent understanding of the requirements in meeting the safeguarding and welfare and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Robust monitoring of the educational programmes ensures that a varied range of experiences are planned and provided to help children make very good progress in all

areas of learning.

The childminder has a clear understanding of the safeguarding and welfare requirements, including child protection procedures. She is fully aware of her role and responsibility with regard to protecting the children in her care. For example, she can recognise indicators of abuse. She is clear about local procedures to be followed and who she should call if she has concerns about a child in her care. Written risk assessments are completed for the home, outdoors and outings children take part in. These successfully identify dangers and the appropriate steps to take to eliminate risk and keep children safe and secure. Consequently, she keeps children safe and promotes their well-being through a risk-assessed indoor and outside environment.

Parent's comments on the provision are highly valued by the childminder. They are fully informed about the provision before their children attend, including the childminder's policies and procedures. This means that they can make an informed decision about their child's placement. Ongoing information about children's routines, and the activities they take part in, are meticulously shared. For example, through discussion, daily diaries, detailed written observations and assessments of their progress, as well as an informative noticeboard. Pre-inspection letters from parents reflect very positive comments about the childminder's disposition and her care of their children. For example, they state how their children love to attend the childminder's home and fully enjoy the fantastic activities.

The childminder is clear about her responsibilities in ensuring early intervention and strong partnership working where children are identified as having special educational needs and/or disabilities. Parents complete an 'All about me' form when their children first start with the childminder about children's interests so that she can plan effectively around their needs. She works closely with them, as well as physiotherapists and local portage workers, to support children fully. In addition, there are some excellent aspects of partnership working with other providers delivering the Early Years Foundation Stage to children. For example, the childminder regularly attends local nurseries with the children to support them in settling in and shares their very good progress and development with staff to enhance and ensure their continuity of learning and care.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	510132
Local authority	Northumberland
Inspection number	907816
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	17/08/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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