

Inspection date

12/01/2015

Previous inspection date

03/03/2011

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

- Teaching is inspirational and has a very positive effect on children's learning as the childminder uses a superb range of methods to help children engage in challenging activities. She has established successful ways to observe children's development and plan for their next steps in learning.
- 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 and are developing 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.
- An excellent partnership exists between the childminder and parents. This enables parents to become highly involved in their child's welfare and learning both at home and in the childminder's care.
- Children's safety and well-being is highly prioritised. Robust risk assessment, stringent safety measures and highly comprehensive safeguarding practices ensure that children feel safe and are secure.

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

Inspector

Rachel Howell

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who occasionally works as her assistant, and son, in a house in Rushden, Northamptonshire. The whole of the ground floor, one bedroom and the bathroom on the first floor and the rear garden are used for childminding. The childminder works with one other assistant. The childminder attends local stay and play groups, visits local shops and parks regularly. She takes children to and collects children from the local schools. There are currently 11 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 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder has a relevant qualification at level 3. She is a member of the Northamptonshire Childminding Association.

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 excellent provision for recording children's learning and development by extending the regularity of the summarising of children's progress.

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 an in-depth knowledge of the learning and development requirements of the Early Years Foundation Stage. She has very high expectations of herself, her assistants and of the children in her care. She demonstrates an excellent understanding of how to support young children to achieve their potential and challenge their boundaries in learning and development. Children's individual needs are met exceptionally well, as the childminder works very closely with parents from the outset to ensure they are all included. As a result, children thrive and are well motivated to learn in this extremely high quality setting. The childminder uses her extensive knowledge to provide all children with rich learning experiences, which they greatly enjoy. 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. This excellent practice promotes their independence extremely well and encourages self-confidence.

Very young children relish the individual attention they receive and stay close to the childminder who encourages playfulness and constantly talks to younger children. The childminder provides a running commentary during activities and routines. This gives meaning to what the children are doing and helps to support their early communication

and language skills well. She gives lots of eye contact, praise and smiles as she plays with the children. This gives them a sense of achievement, which enhances their learning and development. The childminder role models play and talks to children about what they could do. For example, during an activity making bird feeders the childminder encourages the children to get messy and supports their exploration in an exceptionally thoughtful and positive way. Consequently, she is encouraging children to develop the characteristics of effective early learners and acquire skills that will prepare children exceptionally well for the next stage in their learning and their move onto school.

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 collects detailed information about 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. The childminder speaks with parents daily on arrival and collection about children's individual needs. She invites them to share observations of children's progress at home. She provides them with comprehensive information, every day, of their child's care and learning. The childminder completes the required progress check for children between the ages of two and three years. These are shared with parents and the child's health visitor. As a result, children are exceptionally well supported and make rapid progress from their starting points, including those children whose needs or circumstances require particularly perceptive intervention and additional support. However, there is room for the childminder to consider enhancing the recording of children's learning and development by extending the regularity of the summarising of children's progress.

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

The childminder is highly skilled in helping children settle quickly into the provision. Excellent relationships with parents from the outset mean that the childminder has a very good understanding of children's needs and parents' preferences. This enables the childminder to gain an exceptional understanding of children's individual needs and interests and she uses this to provide tailor made experiences that allow them to flourish in the setting. Ongoing discussions ensure that parents are kept fully informed about their child's day and activities. Children are extremely happy and secure with the childminder. They go to her for reassurance and are rewarded with warmth and affection. Consequently, children's emotional well-being and self-esteem is promoted very well.

A very good emphasis is placed on supporting children's personal, social and emotional development to help children develop the underpinning skills needed for their future success. The childminder uses excellent strategies to support children in managing their own behaviour. Distraction, discussion and negotiation effectively help all children to build strong relationships with each other. The childminder has basic house rules, such as using kind hands and no running inside. She speaks quietly and calmly to children and supports their opinions. Very effective nappy changing and sleep routines are well embedded in practice. The childminder ensures that all children's needs are securely well met as she undertakes training to support children with medical conditions.

Children are encouraged to adopt a healthy lifestyle and enjoy a range of healthy foods at snack time. They help themselves to a drink when thirsty and their individual bottles are accessible. Furthermore, the childminder discusses healthy options for packed lunches with parents and children. The childminder maintains highly effective hygiene practices at all times. The premises are clean and well organised to meet children's needs. Children have ample opportunity for physical exercise. The outside space is well managed and organised. It has been well designed and has all-weather flooring and a covered play area so that children are able to access it all year round. Children are provided with a wealth of activities and physical play equipment outside, for example, climbing apparatus, sand play, den making, an array of bikes and ride-on toys as well as a small gardening area, where they plant flowers as they learn about growing.

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

The childminder is highly professional and organised. She demonstrates a robust knowledge and understanding of the safeguarding and welfare requirements. Children are thoroughly protected from harm as the childminder has a clear understanding of her role and responsibility to report any concerns. She also ensures that her assistants are aware of their responsibilities and undertake regular relevant training in line with statutory requirements. Risk assessments are rigorous and used very effectively to help minimise hazards, both within the setting and on the many outings which the childminder provides for the children. These are also regularly reviewed to ensure that any potential safety risks are swiftly identified and addressed. All children benefit from high levels of care because the childminder ensures they feel safe, achieve well and are fully included in activities. The childminder is proactive to ensure her policies and procedures are implemented effectively and she continually revises these to reflect current legislation. This means that children's safety and well-being is constantly given the utmost priority.

The childminder takes extraordinary pride in all areas of her work and constantly strives to improve her practice. She recognises that ongoing evaluation and reflection are crucial to maintaining a high quality provision and in keeping abreast of changes. She effectively monitors and supervises the practice of both of her assistants. Since the last inspection the childminder has improved her procedures for evaluating her provision in line with the outlined recommendation. Parents and carers are regularly consulted about any ideas for future development and any concerns they may have. The childminder has completed an appropriate early years qualification at level 3 and she uses this knowledge well to enhance all aspects of the provision. She has excellent relationships with her development worker and other early years professionals. She has high aspirations and is keen to continue providing excellent standards across all aspects of her work.

The childminder has highly successful partnerships with parents and other providers. This enables her to meet children's individual needs extremely well. Parents are kept well informed at all times about children's routines and development. Parents comment that the childminder provides a wealth of information and they feel like they do not miss anything. The childminder actively encourages parents to be involved in their children's learning both in the setting and at home. For example, she shares with parents their

child's very detailed learning journal that gives excellent examples of children's experiences, challenges they have overcome and successfully charts the excellent progress they are making. From the comments on letters received, it is clear that parents are very pleased with the progress children make in their learning and development and how well they are prepared and ready for school.

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	EY275922
Local authority	Northamptonshire
Inspection number	848610
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	11
Name of provider	
Date of previous inspection	03/03/2011
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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