

Inspection date	29/01/2013
Previous inspection date	27/03/2012

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	Met
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 excellent knowledge of how children learn. She provides imaginative and inspirational educational programmes, with precise planning, observation and assessments for individual children.
- Highly successful strategies engage all parents in their children's learning in the setting and at home.
- The childminder is highly skilled and sensitive in helping children form secure emotional attachments, and provides a strong base for their developing independence and exploration.
- Reflective practice is an integral part of the childminder's organisation and plays a major role in her commitment to providing a high quality service.
- Children are extremely happy and motivated to learn in this highly inclusive environment. They build secure attachments with the childminder which ensures they quickly settle.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 in the lounge and dining room.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's assessment records, communication books, planning documentation and a selection of policies and children's records.
- The inspector had thorough discussions with the childminder throughout the inspection.

Inspector

Beverly A Kemp-Russell

Full Report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 11 months, six and 13-year-olds in a house in Gainsborough, Lincolnshire and uses the whole house and the rear garden for childminding.

The childminder holds a BA Honours degree in primary education and has completed basic training including first aid and safeguarding children and updates her knowledge through specific courses, such as Early Years Foundation Stage training. She attends a childminder group in Retford. She visits the local shops and park on a regular basis.

There are currently two children on roll in the early years age group who attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue to develop rigorous systems to include parents in their children's learning and development to ensure they consistently sharing what they know of children achievements.

Inspection judgements

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

The childminder has excellent knowledge of the seven areas of learning and provides an inspiring range of activities that are targeted towards children's individual needs and interests. The childminder effectively uses her detailed observations of children and information she regularly gains from parents, to inform future planning and precisely target next steps in learning for each child. Planning is dynamic and is flexible so that it can be adapted to focus on and extend children's interests. Assessment at all ages is sharply focused and includes all those involved in the child's learning. It is monitored and used to secure timely interventions and support, based on a comprehensive knowledge of the child and their family. This means that all children make rapid progress towards the early learning goals. The childminder's tracking chart covers all areas of learning, which enables her to instantly see progress and easily identify if children need extra support.

The environment is organised in a highly effective manner and all resources are of excellent quality. There is a highly stimulating environment with child accessible resources that promote learning and challenge children both indoors and outdoors. A wealth of experiences and activities are extremely interesting and encourage children to be active learners. For example, children make music, explore treasure baskets, bake cakes and make snowmen. They celebrate the Chinese New Year and visit Claborough Park. This enlivens children's curiosity and maintains enthusiasm so that they participate eagerly in

activities on offer.

The childminder organises her day totally around the needs of the children, promoting an ethos where children are warmly welcomed and valued as unique individuals. She engages with the children and they delight in her company and warmth. There are many opportunities for children to access a rich, vibrant and innovative range of activities including the cultures and beliefs of others. Children make very rapid progress because the childminder knows how to engage children's interest, encouraging them to explore, investigate and be curious; for example, children dig in the garden, plant seeds, water them and watch them grow.

All children develop an excellent sense of worth through the first class interaction, care and attention they receive from the childminder; for example, children respond eagerly to constant praise and encouragement and enjoy the warm, caring reassurance from the childminder. They feel good about themselves, show respect for each other and are beginning to manage their own behaviour successfully. She makes them feel special to her as she provides running commentaries about what they are going to do next. For example, she asks children if they would like a snack and actively listens to their responses. The childminder has high expectations and her highly effective use of praise ensures children feel self-assured and supported.

Children benefit enormously as the childminder participates with their chosen activities, and skilfully supports their learning through actions and discussions. For example, as children use the paper covered table to enjoy making marks with a range of media. They have tremendous fun investigating the vet set and the colour boxes and thoroughly enjoy using the range of programmable toys. This encourages children to be involved while developing their imagination. The childminder uses her story sack of the hungry caterpillar and to add to the resources, the children discovered a real caterpillar in the garden. Children are provided with a vast array of interesting experiences which captures their natural curiosity and stimulates their learning. The childminder ensures children are making excellent progress in their physical development by providing an abundance of opportunities to develop control and to move their bodies in various ways; for example, they ride on a variety of toys requiring different skills to make them move, dance to music and visit play areas.

The childminder works extremely closely with parents to ensure that children and their families are fully included in her welcoming home. When children first start to attend, she gathers very detailed information about the child. From the outset, parents are very much involved in their children's learning. The childminder has excellent procedures in place to keep parents up-to-date with their child's progress. Parents take children's learning journals home on a regular basis and they add their comments. Consequently, this means that partnership working is significantly enhanced in this dynamic setting.

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

The childminder is keen and dedicated, always strives to provide excellent care. She is extremely attentive, providing genuine warmth and affection to every child. This enables all children to feel safe and secure, giving them the confidence to develop their independence and explore their environment. Consequently, children are happy and relaxed, expressing themselves fully as they engage in play and develop skills for future learning. Babies show very strong attachments as they seek out the childminder for comfort, snuggling in for cuddles and stories. Older children engage her in their play, confidently chatting about the caterpillar in the observation glass and discussing that he might like to be inside in the warm.

Children show a firm sense of belonging in the setting as they independently help themselves to favourite toys, ask for additional resources and decide whether or not they want to move on to other activities. They help to tidy up with the childminder and older children sit with younger ones at mealtimes showing them how to eat. This also helps them develop their self-help skills as well as promoting positive self-esteem.

Superb resourcing ensures that all age groups have a fantastic range of age-appropriate activities and toys to meet their needs. Babies satisfy their need to investigate and explore as they handle a range of sensory toys that feel smooth, rough and crinkly in the toy box. They enjoy shaking rattles, using the space to crawl about and express delight as they recognise themselves in photographs. Children enjoy innovative imaginative play with the vet set and use the excellent home-made table cover house.

Learning through play ensures that all children receive a high level of challenge and key skills for future learning are swiftly developed. The excellent level of child-initiated play enables them to express their ideas confidently, while opportunities for open-ended play ensure that they are able to see their ideas through to fruition. This provides them with a sense of achievement, promoting a positive attitude towards new activities and enabling them to be ready for their next stages of learning. The childminder is also beginning to establish very good links with the local school where her children attend. Discussions demonstrate that she thoroughly values the importance of working in partnership with all professionals and other providers.

Children have a mature understanding of safety. They understand the 'house rules', which are displayed in the setting. They also identify things that could be hazardous and how to keep themselves safe particularly when on outings. They take part in regular evacuation drills and the childminder provides some excellent opportunities for them to learn about health and safety in a fun way. For example, they arrange visits to a large play area to develop confidence in using large physical play equipment.

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

The childminder has a superb understanding of how children learn through the highly motivating play opportunities and activities that she provides. She shows excellent commitment to developing her practice and knowledge as she regularly attends training to

update her skills and knowledge. For example, she has attended training on outdoor adventures, growing together, sensory learning and inclusion to name a few. The childminder is confidently using guidance tools such as Development Matters in the Early Years Foundation Stage, when assessing children's progress and has a clear understanding of the progress checks at two of children's overall development. Robust assessment records clearly identify the next steps in the children's learning and link to the early learning goals to actively contributing to identifying where children are at.

Thorough self-evaluation takes into account the views of staff, children and their parents and is the result of careful monitoring, analysis and self-challenge. The drive for improvement is demonstrated by a clear and successful improvement plan that supports children's achievements over time. Strengths and weaknesses are effectively identified. Planned actions to overcome weaknesses have been concerted and effective. There are strong links between identified priorities and plans for improvement.

The childminder fully understands the signs and symptoms that may indicate abuse and knows how to report any concerns. She has attended training in this area and a full written policy is in place to support effective practice. The environment is fully risk assessed and all external doors are locked and secure. Children move around safely, enjoying the freedom to use different rooms and the outside area. Babies and toddlers have ample space to crawl and climb on soft furnishings, supported by the attentive and vigilant childminder while older children develop their independence as they move around freely, accessing different activities that challenge and stimulate them. Consequently, children of all ages and abilities display confidence in their surroundings and, without doubt, blossom in the caring environment.

The childminder has extremely positive relationship with parents and regularly shares information about children's routines and the activities they complete. Parents receive meticulous feedback so that they are fully informed about their child's day. The childminder also produces an excellent monthly newsletter to ensure parents know what is planned in advance for their children. Relationships with other providers delivering the Early Years Foundation Stage are nurtured and this promotes continuity in children's care and smooth transitions to their next steps in learning.

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. 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	EY361062
Local authority	Lincolnshire
Inspection number	817692

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	27/03/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 that are usually their 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

