

Inspection date	23/07/2014
Previous inspection date	10/09/2008

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 uses her extensive skills and knowledge on how children develop and learn to ensure that they are continually challenged with full effect to reach the next steps in their learning. The strong partnership with parents ensures that continuity of learning between the childminder's setting and home is addressed extremely well.
- The childminder's excellent knowledge of the signs of abuse and of her responsibilities to protect children ensures that children in her care are fully safeguarded.
- The childminder continually supports children's communication and language development with full effect. Young children are beginning to make progress from saying single words to using short sentences. The childminder offers excellent support by adding a word when she repeats back what children say to her.
- Children's social and emotional needs are exceptionally well met by the childminder. Relationships are excellent and this fosters a sense of belonging and ensures that children are confident learners.
- The designated playroom is light, brightly decorated, inviting and extremely well organised so that children are keen to choose and select resources. The choice of activities and toys for children at different stages of development is excellent.
- The childminder provides excellent opportunities for children to explore their senses and extend their creativity. They are encouraged to investigate an extensive range of media and materials inside and in the outdoor play area.

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 activities as children played in the ground floor playrooms and outside.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at evidence of suitability and qualifications for the childminder and her family.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives in Northampton with her husband and two children aged 12 and eight years. The whole ground floor of the house is used for childminding and toilet and sleeping facilities are provided on the first floor. There are currently four on roll, of whom three are in the early years age group. The childminder operates Monday to Friday from 7.30am until 5.30pm, all year round, except for Bank Holidays and family holidays. She holds an early years qualification at level 3 and she provides funded early education for two-, three- and four-year-olds. She 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:

- enhance the excellent partnership with parents by reviewing the questionnaire to include more open-ended questions that will enable parents to always provide a full and considered response.

Inspection judgements

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

Children make outstanding progress. Comprehensive observation and assessment of children leads to planning for learning that is tailored to individual needs and interests. Children explore a stimulating learning environment created by the childminder, and the choice of resources and activities is extensive. The childminder is highly motivated in ensuring that children's natural curiosity is promoted. Children are extremely well supported because the childminder has an excellent knowledge and understanding of how each child develops and learns. She challenges children with full effect to reach next learning steps. Communication with parents is fully effective with regard to obtaining information during induction on what their child already knows and can do. Parents' views are highly valued and there are regular opportunities to share information and plan for children's next learning steps. The childminder is aware of the progress check completed for children aged between two and three years.

Children choose, select and play with resources in a designated playroom. They enjoy creative play activities in the conservatory and enjoy access to a full range of activities in the garden. The childminder promotes children's communication and language development with maximum effect. Young children are progressing well from using single words to putting two words together. The childminder encourages this by asking children to say a word, and when they do so, she repeats the word and adds another word. For example, children enjoy a favourite activity playing with different vehicles. When they

name a digger, fire engine or car, the childminder adds the colour of each vehicle. She ensures that she asks children open-ended questions in order to fully support their thinking as well as speaking skills. Children choose from an excellent range of resources that enable them to explore their senses. They make marks in dough and the childminder encourages them to recognise that when they mould the dough in their hands the marks disappear. The childminder follows children's interest in cars and other vehicles with full effect and combines this with their interest in different textures. She provides large discs and one has a ridged surface, one is hessian, one is spongy, one is smooth and one has a honeycomb design. Children enjoy the different sensations they can feel in their hand as they move the cars over the different discs. They also explore them with their hands. Children explore paint and use good physical skills to paint their own hands with a brush and then print onto paper. Children squeeze 'squidgy' discs in their fingers and watch the coloured liquid inside move and create shapes and patterns. The childminder extends their interest by supporting them in using torches so that they can see a large reflection of this movement on the playroom wall. Children explore different sounds. For example, they listen to the sound of rice as it is poured into pipes fixed on a downward angle on the fence. The childminder provides treasure baskets for children to explore and the content includes wooden bangles and beads, sea shells, metal dishes and musical instruments.

Children's mathematical development is promoted effectively by the childminder through a range of activities. For example, she encourages children during water play to recognise the different sizes of containers and to count how many small containers it takes to fill a larger container. Children learn to match and name shapes and also develop manipulative skills while they play with shape sorters. Children are initially encouraged to recognise and post the square, triangle and circle. The childminder then challenges them to recognise and post shapes, such as a star. The childminder provides excellent opportunities for children to develop physical skills. She develops games for them to play in the garden. For example, they compete against each other to find out how many beanbags they can throw into a bucket. As the children become more skilful, the items they throw and the container to catch them in get smaller. Manipulative skills are practised when younger children thread using cotton reels on laces and older and more able children use beads and thinner string. Children enjoy continual access to an excellent variety of books and they confidently ask the childminder to look at favourite ones with them. The play environment is filled with an abundance of print, both words and numbers, and examples of children's artwork are displayed. The childminder ensures that mark-making resources are always available to children. Through the provision of these stimulating activities and learning opportunities, children are well prepared and ready for the move on to nursery and school.

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

Children's personal, social and emotional development is given the highest possible priority by the childminder. Consequently, the relationship between the childminder and the children is excellent. Children are settled, happy, confident and emotionally secure. They are fully supported in the transition from home to the childminding setting in a manner sensitive to their different needs and those of parents. They socialise with other adults and larger groups of children when the childminder takes them to toddler groups. This prepares them well for their transition into other early years settings and reception class in

school.

Superb organisation of resources on low-level shelving encourages children's independence as they are able to choose and easily select resources for themselves. All of these are clearly labelled with words and pictures. Children's self-esteem is supported exceptionally well and examples of their artwork are prominently displayed. The childminder consistently meets the care needs of each child in her care and responds sensitively to them as individuals. Her clear behaviour management policy identifies the importance of positive reinforcement in order to boost children's self-esteem. She supports children effectively as they learn to share and take turns.

The childminder ensures that children eat healthy and nutritious food and she supports children exceptionally well in understanding the importance of a healthy diet. Children develop an ability to attend to their self-care needs and they learn how to keep themselves safe. For example, they practise the fire drill and they learn how to cross the road safely and how to use the pedestrian crossing. Children's well-being is addressed extremely well and parents are provided with clear detail on the childminder's practice through policies on safety, illness and accidents. Their physical development is fostered with full effect. They enjoy activities equally in the indoor and outdoor play environments. They develop skills and confidence as they use challenging equipment at the childminder's home and at the park.

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

The childminder provides a safe, warm and extremely welcoming environment. She is fully aware of her responsibilities with regard to supervising the children in her care. Potential hazards have been identified and addressed in the home and on outings. Necessary checks for her family have been completed and the childminder ensures that children are never left unsupervised with a person who has not been vetted. Superior systems are in place to protect children from abuse. The childminder makes sure that parents are aware of her clear safeguarding procedure and the Local Safeguarding Children Board procedures. She is fully aware of her responsibilities and keeps her child protection knowledge up to date.

The childminder places a high emphasis on extending her knowledge and skills in order to improve her childminding practice and fully meet children's care and learning needs. She uses her knowledge of the Early Years Foundation Stage to successfully monitor the educational programmes. She has developed fully effective practice for assessing children's development and for planning future learning. She is highly successful in ensuring that all children make as much progress as they can in relation to their starting points. The childminder reviews her practice effectively and welcomes support and advice offered by local authority advisers. She is an accredited childminder and has gained a local childminding association certificate in recognition of reaching a required quality assurance level. The childminder's current priority is to complete 'being two' training. Her garden was recently re-organised to improve opportunities for learning. The childminder continues to develop this area to ensure that all seven areas of learning are promoted with full effect.

Parents are meaningfully involved in the self-evaluation process and their views are obtained verbally and through the implementation of a questionnaire. However, written responses from parents are given by ticking a chosen box or by answering mainly closed questions that require only a yes or no response. Consequently, parents are not always given the opportunity to provide a full and considered response. The range of resources provided by the childminder is extensive. Toys are chosen for their safety, quality and durability, as well as to fully meet children's needs at their different stages of development.

The information obtained from parents on their child's individual care and learning is outstanding and communication between the childminder and parents is excellent. This ensures that they work exceptionally well together to meet children's needs. The childminder ensures that links with other early years providers are highly effective in order to ensure a fully cohesive approach to each child's care and learning. Policies and procedures fully support the safe and efficient management of the provision and parents are aware of them. All documentation is exceptionally well maintained.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY366316
Local authority	Northamptonshire
Inspection number	873675
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	10/09/2008
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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