

Inspection date	31/03/2014
Previous inspection date	12/11/2009

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 forms warm and caring relationships with the children and provides them with high levels of support. As a result, children are confident and demonstrate high levels of self-esteem when they are with the childminder.
- The childminder has an excellent knowledge of how children learn and provides a rich, varied and imaginative educational programme. Children's development is extremely well monitored and their next steps in learning are accurately identified and planned for.
- Children's communication and language is exceptionally well supported. A wide range of books, stories and props are used to provide valuable opportunities for children to copy and repeat words and increase their vocabulary.
- Children use the outdoors as an extension of their learning environment. Outdoor activities support and extend all aspects of the seven areas of learning.
- High regard is given to keeping children safe and healthy. The childminder maintains a comprehensive range of policies, procedures and records that fully reflects her setting and underpins her practice.
- The childminder has an excellent understanding of the importance of working in partnership with parents, in order for children to flourish and reach their full potential. This results in highly effective and successful strategies that engage parents in all aspects of their child's care and learning.

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 compulsory part 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, kitchen/diner, playroom and outdoor area of the childminder's home.
- The inspector spoke with the childminder, children and one parent during the inspection.
- The inspector looked at a range of records, including children's details, learning information, written policies, training certificates and a selection of other documents.
- The inspector read questionnaires completed by parents to take their views into consideration.

Inspector

Alex Brouder

Full report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged eight and five years in a house in Broughton Astley, Leicestershire. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The childminder attends various toddler groups and activities in the locality. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association of Childcare and Early Years. The provider holds Early Years Professional Status.

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 quality of teaching even further by inviting other early years professionals to observe practice and offer their critique to give additional perspective on how to continue to excel.

Inspection judgements

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

Children are offered a highly stimulating, motivating and nurturing experience at this setting. The childminder has an exceptional understanding of how children learn and uses this to ensure that teaching methods are directed to the needs of individual children to enable them to make excellent progress across all areas of learning. She provides children with a wide range of interesting and stimulating experiences, allowing them to consolidate their learning as well as have many opportunities to be independent in their play and learning. The childminder knows the children exceptionally well and uses this knowledge to plan interesting and exciting activities to meet their individual needs. She is skilled at linking all areas of learning to anything children show an interest in. This results in children benefitting hugely from learning that is specific and relevant to them. For example, the childminder arranged the garden, in order to allow children to go on a 'bear hunt' due to the interest a child had in this specific story. This enabled all children present to act out each aspect of the story, as they 'squelched' through mud, 'splashed' in water and 'slithered' through the grass. Children's enjoyment was evident, particularly within the water, stamping each of their feet and squealing with delight as the water splashed around them. The childminder extends this activity further in the water play, allowing children to re-enact the story with grass, cotton wool, soil and play characters. This

stimulates children's imagination and enables them to think critically about each action they take. Children's communication and language is promoted very well by the childminder who has created an environment rich in language. She asks the children many questions to support their thinking skills and encourages them to respond and practise their developing language during all activities. The childminder is actively involved in children's play and provides very effective interaction with children alongside her activities and play experiences. She and the children have fun together and she encourages their learning through an excellent teaching approach using play-based activities.

Children's creations are proudly displayed and they show a great sense of achievement as they show the inspector the various artwork they have completed. One child informs the inspector as they show a picture on the wall, 'I got this from school. I stuck it'. The childminder explains children had collected twigs, using them to create 'trees' on their return. Therefore children begin to show an interest in design. Further to this, all children are able to access an excellent range of materials and tools to enable them to create freely with their own purpose in mind. Children feel highly valued by the childminder who praises their work. The childminder is adept at encouraging the children to think about mathematical concepts in everyday activities. For instance, she introduces words, such as bigger, smaller, less and more, when children play in the water or have their snack. Children enjoy to explore varied textures, such as soil, grass and cotton wool. Younger children become so enthralled with the water play tray, they sit in this and do not notice this has made them wet. The childminder remarks 'never mind, we can dry you off in a while', allowing them to continue their play. Children use their imagination extremely well, for example, as they make sandwiches and tea with the play food on a rug in the garden. The childminder ensures all areas of learning are covered as the children play, by the input and teaching she provides for the different stages they are at. This ensures all children get the most out of each activity while enjoying taking part. Children thrive in the outdoor environment in which the childminder provides them with an array of toys and equipment to support their all round learning. For example, as they play in the water tray, use brushes to make designs on the path, draw and make patterns on paper in the playhouse and swing back and forth on the see-saw. The childminder ensures that children are able to use the outdoors, no matter what the weather. This is because they are appropriately dressed and the garden has both a hard surface and grassed area. This option makes sure all the children can pursue their ideas and express themselves with freedom and promotes equal access for all.

The childminder understands that each child's learning journey is unique and that they play and learn in different ways. She talks with a great deal of knowledge and warmth about the children she looks after and her assessment of children's learning is extremely precise and accurate. Close monitoring of children's learning is undertaken to ensure that opportunities to build on and extend their development are never missed. For example, children love to use their senses as they play. The childminder provides various mediums to allow them to touch, feel and explore these in everyday play, offering commentary and asking questions, such as, 'how does it feel', 'is it wet or dry', as well as introducing new words, for example, 'slippy', 'squidgy' and 'slimy', when talking about how the cotton wool feels when it gets wet. The childminder values parents input and acknowledges that they are the first educators of their children. She gathers information from parents when children start, about their interests and care routines, using this to plan appropriate

activities that meet children's individual needs. Parents are fully involved in the assessment process and share regular information about their children's learning and achievements at home, which are valued by the childminder and used effectively to enhance their learning in the setting. The childminder is minding children who are aged two years and is fully aware of the requirement to complete the progress check at age two. She has all the written information in place and has worked closely with parents to complete the necessary reports in the required time frame. All children take part in a wide range of activities and learning opportunities, which are based around their individual interests and development needs. As a result of these types of activities, children are gaining a vast range of skills that will support them superbly in their future learning, such as starting school.

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

Children develop very secure emotional attachments with the childminder. She is kind, caring and exceedingly attentive to the needs of the children. This means that they feel exceptionally secure in her care. They show this as they arrive easily and greet the childminder and other children by name. If they show uncertainty, for example, when they notice there is a visitor in the home, the childminder seeks to reassure them and quickly introduces them to the visitor to build their confidence and enable them to be less anxious. As a result, children settle and play actively with the range of freely accessible resources. The environment children access is extremely child friendly. For example, words, numbers and pictures are displayed at child-height, enabling children to comment and see these easily. There is a first-rate range of low-level storage units in all rooms children access, with pictures and word labels, allowing even the youngest of children to make their own choices as they play. Children feel safe as the childminder provides them with an environment where they can explore all accessible areas freely and independently. She interacts with them as they play and offers gentle reminders to support their safety. For example, not to throw the soil as this may go in someone's eye and being careful in the water tray, so they do not slip over. The childminder is an excellent role model and as a result of this, children have very good behaviour. There are times, due to children's age and stage of development, that behaviour can be challenging. During such times, the childminder comes down to their level, seeking eye contact and speaks to them about how some behaviour can hurt other people's feelings. The childminder celebrates achievements throughout the day, offering positive praise and encouragement. This supports the well-being of children, they develop good self-esteem because they know they are appreciated. The childminder positively role models the art of sharing and taking turns through asking children if she can 'borrow' a toy, thanking them profusely for when they give things to her. Further to this, the childminder works incredibly closely with parents to ensure that they are kept fully informed, regularly sharing strategies to promote children's positive behaviour.

Excellent partnerships with parents and carers ensure that children settle quickly and easily. The childminder offers flexible entry procedures to allow for children's individuality, recognising that this process is different for every child. This allows children to build strong emotional attachments with the childminder. First-rate information is gathered from

parents before children begin in the childminder's care. They are asked to share as much pertinent information on their child, regarding their care, health, daily routines, particular sleeping position and learning. She updates this information on a regular basis, using what she gathers to tailor activities and the environment to support their changing needs. As a result, the childminder is able to provide consistent and individual care suited to the need of every child. Children's health and hygiene practices are very well established and supported. Before snacks and meals, they use the ground floor toilet area to wash their hands. Children of all ages are supported in this, enabling them to develop their skills and independence in such tasks, preparing them in readiness for school. Each child has a named peg for their towel, which also helps with letter recognition and later with recognising their full name. Children benefit from daily fresh air and exercise, as they are very well supported to be healthy. They develop healthy tastes as they are offered foods that reflect a balanced diet and encompass a range of all food groups. She works very well in partnership with parents to ensure that all foods provided by them are reflective of their individual age and stage of development as well as being conducive to good health. Young children are excellently supported in the management and independence of toilet training. The childminder understands that this can be an emotional time for any child. Therefore she works in close partnership with parents during this time, to offer a consistent approach during this stage of development. As a result, children are more confident in this skill.

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

The childminder demonstrates an excellent understanding of her responsibilities to meet the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. Highly comprehensive policies and procedures are in place, which support the well-being of the children as they are extremely well embedded in practice. She has an excellent understanding of how to safeguard children in her care through both the physical environment as well as their individual welfare. Following a recent accident, she appropriately notified Ofsted and conducted a full and thorough investigation into the circumstances of the accident. The childminder has since adapted her risk assessments and put in place stringent procedures to prevent such an accident occurring to children again. The childminder ensures that parents and carers are made aware of her safeguarding procedures to ensure they know and understand the action she would take should she have concerns for their welfare. In addition, a robust and concise safeguarding policy is shared with all parents and carers, ensuring all have an understanding of each other's responsibilities. She attends regular safeguarding training and keeps up to date with changes as required to enhance her knowledge. As a result, children are extremely well protected from harm. The childminder is vigilant in promoting children's safety and security at all times. She has established a robust risk assessment to highlight any potential areas of risk to children's welfare and takes steps to make these safe. For example, the door to the garden is tied to a wall, ensuring that children are able to access the indoors and outdoors freely, but also ensuring that doors are not able to close on children's fingers. She ensures that should incidents or accidents occur to children, these are fully investigated and assessed. Also she makes changes to routines or equipment to ensure that the level of risk is minimal to children. Any incidents occurring to children in

her care are thoroughly recorded and shared with parents to ensure that children's safety and well-being is always supported.

The educational programme is exceptionally well monitored to ensure that all children in the childminder's care make outstanding progress. The childminder continually reflects and assesses the range of activities she offers to children and the level of engagement and enjoyment they show in each activity. She uses this information to establish appropriate next steps in children's learning, continually building on and offering challenge to extend and enable them to explore their own ideas and abilities. As a result, children are highly motivated and make rapid progress. The childminder is extremely well organised. She takes her job seriously and considers her role as a childminder, is to support every child in her care to become skilled in all areas of learning and to become confident and able individuals. The childminder strives to maintain her high professional standards by attending relevant training and since her last inspection, she has obtained Early Years Professional Status. There is scope to seek feedback from other early years professionals to enhance her excellent practice even further. She uses the enhanced knowledge gained from this, to enhance children's learning and development. The childminder is very good at reflecting on her practice and completes regular self-evaluation to identify areas for improvement. All parents and children are actively encouraged to contribute their thoughts and comments, which the childminder ensures she values and acts upon.

The childminder has developed excellent working relationships with parents. Efficient record keeping makes sure that parents are given detailed information, linking to their child's learning and development. For example, an in-depth information folder informs them of the childminder's practice and of the importance of parents' role in their child's development. As a result, they are fully aware of each other's responsibilities. These include, rigorous policies and procedures, risk assessments and consent forms. In addition, parents are warmly welcomed into the home each day to discuss their child's care and learning, to ensure they are fully informed of all aspects of their child's day. Parents' and children's views are obtained through questionnaires and open discussion. These are positively embraced by the childminder and used to inform and improve her childminding service. Parents are very happy with the service the childminder offers and comment highly of her exceptional care and how well their child's development has progressed since attending. The childminder has established excellent relationships with other early years settings that children attend to ensure that information is shared on their learning and development. This supports children's continuity in their learning and development and ensures that any potential gaps in children's learning are noted and addressed immediately to support their continued progress.

The Childcare Register

The requirements for the compulsory 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	EY391546
Local authority	Leicestershire
Inspection number	940624
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	7
Name of provider	
Date of previous inspection	12/11/2009
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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