

Inspection date	01/09/2014
Previous inspection date	17/03/2010

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

- Children thrive and make rapid progress with their learning and development because they are supported extremely well by a highly skilled and knowledgeable childminder.
- Children are keen to learn in this inclusive and welcoming environment. Children explore the outdoor environment with confidence and enthusiasm. Consequently, they have lots of fun, and show high levels of curiosity and imagination.
- The childminder has a full and thorough understanding of her responsibility in meeting the safeguarding and welfare requirements. She implements the comprehensive safeguarding policy very effectively.
- Excellent self-evaluation and exemplary practice is in place which identifies consistent development that continues to improve quality.
- The childminder has highly effective systems for working in partnership with parents and others involved in the care and development of children.

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 in the lounge, kitchen/diner, and outdoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning, evidence of suitability, safeguarding policy and procedures, and a range of other documentation.
- The inspector took account of the written views of parents, and those of children spoken to on the day..

Inspector
Julie Swann

Full report

Information about the setting

The childminder registered in 2009. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The childminder lives in the Uckington area of Cheltenham with her partner and their son. Childminding takes place mainly in the ground floor play room, lounge and kitchen/diner. Other areas of the home are used at the childminder's discretion. There is an enclosed rear garden available for outdoor play. There are currently seven children on roll in the early years age group, who attend on a full or part-time basis. Occasionally, the childminder works with an assistant. The childminder works Monday to Friday all year round, apart from family holidays.

The childminder attends toddler groups and other activities in the local area. She visits the shops and park on a regular basis. The childminder takes and collects children to the local school and pre-school. The childminder holds a relevant qualification at level 3.

What the setting needs to do to improve further

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

- extend children's already very good independence skills through all routine activities.

Inspection judgements

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

The quality of teaching and learning is outstanding. The childminder has an excellent knowledge and understanding of the Early Years Foundation Stage, and promotes children's learning and development very well. The childminder highly values children as unique individuals, placing a strong focus on their starting points which she expertly assesses on entry. She continues to assess their progress throughout their time at the setting. The childminder uses the information from her observations and those from parents to plan sharply focused next steps in learning for each child. She then includes these clearly in the weekly planning and daily activities. This means that all children build highly effectively on their learning and development and make excellent progress.

The childminder makes detailed and very effective evaluations of the week's activities to inform the following week's planning and teaching for each child, so that they continue to build on, and close, any gaps in their learning. A home-link book is used well to record information and parents may contribute to their child's profile with comments or photographs. The childminder completes all required progress checks and assessments, and shares these effectively with parents. Parents are fully aware of their children's

development and of any areas where their children's progress is less than expected. As a result, all children are developing excellent skills for their future learning, such as moving on to pre-school or school.

The childminder's interaction with the children is inspirational and enables children to be well motivated and actively engaged. For example, the childminder modelled language, using commentary and highly effective questioning to support children's development in communication and language. The way in which the childminder steered the conversations with children was exceptional. She included all children in conversations and extended their language and thinking by posing questions, such as, 'Can you remember what the different areas were called in the story?' This teaching strategy promoted memory training, recall and extended their language skills.

Children are imaginative in their play, such as with dumper trucks, diggers, and toy figures. The childminder develops their vocabulary very well as they play. She extends such activities further by printing pictures with name labels so that children know that print carries meaning, and they become familiar with sounds and letters. Literacy is promoted exceptionally well throughout the setting, with all areas of the home having a vast selection of appropriate books. The childminder provides regular opportunities for learning new songs, learning letter sounds and for children to use the wide variety of reading materials. Some children have highly developed pre-writing skills. For instance, they drew figures of their families and more detailed pictures of their friends. The childminder supports children to move on to the next level in their learning effectively, for example, by writing letters of their names. She encourages children to write for different purposes. All such experiences provide children with valuable skills ready for their eventual move to school.

The childminder is highly effective in developing children's mathematical and positional language during play. Children use numbers and counting as they play, and develop an excellent understanding of shape, space, size, and colour. The childminder uses carefully thought out practical experiences to help children learn. For example, children explored the properties of sand, earth, and water and became totally absorbed in their activities, such as filling up trucks with earth from the digging area.

Children develop their problem-solving skills effectively. For example, a child built a tall tower with different shaped bricks. She balanced these on her own, and tested each brick carefully before she placed it on the tower. When it fell down, she started again and persevered well. Children are highly successful in learning technological skills as they use a laptop, torches and many push-button toys to develop these skills. Children have unlimited opportunities to express themselves creatively through art and craft activities, indoors and outdoors. For example, children enjoy exploring many different textures, such as shaving foam, jelly, paint, or glittering acorns. They create textured pictures and choose from an extensive range of creative resources. With these wonderful opportunities, children flourish at their own pace with exceptional support from familiar adults and other children.

Children are well motivated and eager to access their appealing and well-resourced play areas with confidence. The childminder provides them with a vibrant and stimulating play

and learning environment both inside and outdoors, with low-level resources that are easy for them to reach. Storage boxes have useful photographs of the contents attached. This system allows children to make independent choices in their play, so they can extend their play as they wish, which aids progress.

The childminder places an excellent focus on play and learning in the outdoor environment. Children love being involved in activities in the garden; this is evident as they keenly get themselves into their outdoor clothes and wellington boots. They use equipment to promote all aspects their physical development, such as jumping on the trampoline, climbing, and balancing, and use balls to practise their throwing and catching skills. The childminder teaches children to grow fruit and vegetables, such as strawberries and beans. They are animated as they reminisce about what they have eaten from the garden, and are already so excited about eating the produce they have prepared to plant this year. The childminder extends these experiences through inspiring visits to a forest, which enhances all areas of learning. As a result, children are equipped with an excellent range of skills, attitudes and dispositions ready for the next stage of their learning.

The childminder works closely with parents and other professionals, such as a health visitor, teachers, and staff at other early years settings children may attend. This means that children receive consistency of care and that the childminder works as part of a team in order to support children effectively to reach their full potential.

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

The childminder has very strong and positive attachment with all children. She fosters this well because she has excellent arrangements in place for new children as they settle in to her setting. For example, she works very closely with parents during the settling-in period to gain an excellent insight into children's particular needs, interests, and characteristics. Children are very happy and settled and the childminder promotes their emotional development so they develop secure, trusting relationships with her. For example, children are cuddled closely when they are tired, upset, or need reassurance. Consequently, the childminder meets their emotional needs exceptionally well because of the warm and nurturing care that every child receives.

Behaviour is excellent. The childminder reminds children how to keep themselves and others safe. The childminder teaches children how to roll balls rather than throw them indoors, and children know they hold the rail when using the stairs. Children are very self-assured and demonstrate a high level of self-discipline by playing exceptionally well together. Children confidently assist the childminder in identifying potential hazards in the environment. For example, children remind others not to wear hairclips on the trampoline, to prevent them being caught in the net. This highly impressive procedure ensures children learn to keep themselves safe indoors and outside.

There is a strong emphasis on the importance of healthy eating and children's good health. The childminder maintains comprehensive records, including those for accidents involving children or medication administered. The childminder's concise recording of

children's allergies or food preferences helps to ensure children's needs are meticulously met. Children learn to become independent in managing their personal care as they learn how to wash their hands correctly. The childminder teaches younger children to feed themselves and sensitively encourages them in this learning experience. Mealtimes for children are sociable occasions as they sit together around the table. They learn how to use cutlery, showing good hand control. This helps to prepare them for school and promotes independence. However, although water is readily available at all times through the day for children, the childminder occasionally pours older and more able children's drinks for them, when they are capable of doing this for themselves.

The childminder gives excellent priority to children's safety and well-being. They play in a safe and secure environment. Risk assessments are thorough and regularly updated to reflect any changes. All children have access to secure outdoor play areas in all weathers. They enjoy walks within the local community, and a wide range of outdoor experiences covering all areas of learning. For example, the childminder takes children swimming regularly and they visit the local arboretum where they splash in puddles or build dens. Furthermore, they watch butterflies, slugs and snails, and relish the unique experiences that nature offers.

Inclusive practice is very successful as the childminder has an excellent knowledge of each child's background, individual needs, and parents' preferences. Excellent processes secure timely intervention and support for children with special educational needs and/or disabilities to ensure they achieve well. This is supported by well-established multi-agency links which provide extensive access to specialist knowledge, skills and resources. Exceptionally strong links help prepare older children for the move to school.

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

The childminder has an excellent understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Children are exceptionally well safeguarded in the childminder's care because she has an excellent safeguarding policy and understanding of procedures to be followed if she has concerns about children in her. She has robust procedures for recording any concerns, and clear procedures to follow should an allegation be made against an adult in the setting. The premises are very secure and the childminder carefully checks the identification of visitors. All visitors sign into the visitors' book. The childminder has up-to-date safeguarding training and stringent procedures. A range of meticulous policies show a very high level of understanding of potential risks and how these are minimised. These include when children go on one-off trips, and to regular venues, such as playgroups. The childminder maintains records of children's pre-existing injuries and parents sign to acknowledge existing injuries on arrival into the setting. These clear processes mean that children's welfare is promoted effectively.

The childminder is very experienced in caring for children and expertly monitors her planning and teaching each week to enable her to effectively assess the impact these have

on individual children's learning and progress. Children's ideas are incorporated into planning and the childminder regularly asks what they like or dislike about the activities. Younger children's opinions are sought by using the photographs in their records so they can point to and react to the things they enjoy. This approach helps the childminder ensure she provides children of all ages with experiences they enjoy, so they play purposefully.

The childminder carries out a very detailed and effective self-evaluation on all aspects of her provision. This process involves parents and children in order to gain a wide range of opinions, ideas, and suggestions for further development. Consequently, plans for improvement are meaningful and embrace the constant strive for high-quality provision. The childminder consistently identifies accurately areas for improvement in her provision and has an ongoing action plan to carry out these. She maintains her continuous professional development through regular training. These actions improve the quality of provision for the children and their families.

The childminder forges excellent and highly effective partnerships with local primary schools and other local early years providers. The childminder shares information with children's teachers so that children's learning is complemented and their individual needs are consistently well met. The partnerships with parents and other professionals are very strong. Parents report they are tremendously satisfied with the support their children receive and comment positively on the progress children make with the childminder. The childminder regularly shares information about how parents can support their child's learning at home. Above all, children thoroughly enjoy the time they spend in this setting and the skills they learn help prepare them for school and lay firm foundations for the future.

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. 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	EY396798
Local authority	Gloucestershire
Inspection number	986896
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	17/03/2010
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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