

Inspection date	09/10/2014
Previous inspection date	03/06/2010

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 her wealth of knowledge to offer a superb range of methods to help children engage in challenging activities. As a result, they make excellent progress in relation to their individual starting points.
- 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, exhibiting very high levels of self-esteem and confidence.
- 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 procedures ensure that children feel safe and are secure.
- The business side of the childminder's practice is exceptionally well organised. She is very proactive in researching and incorporating different ways of working to benefit the children placed with her.

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 viewed the premises used for childminding both indoors and outdoors.
- The inspector sampled children's assessment records and the planning documentation, and looked at a selection of policies and procedures, including safeguarding and risk assessments.
- The inspector carried out a joint observation with the childminder and discussed children's learning and development.
- The inspector checked evidence of the suitability and qualifications of the childminder and her assistant, as well as the childminder's self-evaluation form.
- 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 took account of the views of parents by reading a number of comments on questionnaires given to the childminder.

Inspector

Rachel Howell

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children, aged six years and 20 months, in a house in the village of Wootton, to the south of Northampton. The whole of the ground floor and the enclosed rear garden are used for childminding. The childminder occasionally works with an assistant. The family has two guinea pigs. The childminder operates all year round from 7.30am to 5.15pm, Monday to Friday, except bank holidays and family holidays. There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder attends a variety of stay and play groups, visits local shops, the library and nearby parks regularly. She takes and collects children from the local school. The childminder receives funding for three- and four-year-old children. She holds Early Years Professional status. The childminder supports children for whom English is an additional language. 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 outdoor provision, for example, by providing a digging and planting area to further inspire children and support their investigative and sensory experiences outdoors.

Inspection judgements

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

The quality of teaching is highly effective. This well-qualified childminder has an in-depth knowledge of the learning and development requirements of the Early Years Foundation Stage. Consequently, children make rapid progress. The childminder consistently achieves high standards across every aspect of her work. She supports children exceptionally well and uses adult-led and child-initiated activities to extend children's thinking, interest and learning. For example, the childminder links with children's current interest and encourages them to engage in imaginative role play with a selection of interesting medical role-play resources. This motivates children to discuss the roles of doctors and nurses and they make links in their experiences as they are encouraged to recall past events. The children display intense concentration as they sit and treat each other and their chosen dolls, making notes on a clipboard and taking temperatures, thoroughly enjoying the activity. The childminder responds to their needs as she provides real plasters for the children to use. She supports them to manipulate the packaging and discusses the shapes of the plasters, further extending their learning. As a result of such activities, children are actively engaged in their learning and are becoming confident and independent learners.

The childminder provides all children with rich learning experiences, which they greatly enjoy. Children show a strong exploratory approach as they investigate clay, sticks and other natural resources the childminder sets out. She inspires their creative thinking further with photographs and discussion of autumn animals. Children enjoy creating hedgehogs with spikes, worms for their hedgehogs to eat and homes for them to live in. The children become engaged with the clay for an extended period of time. The childminder supports their exploration of letters as they make their worms into letters in their names, tracing over the letters printed on their placemats. She reinforces children's language skills and early literacy development by saying the name and sounding out the letters. As a result, children thoroughly enjoy their time with this inspiring, dedicated childminder and make exemplary progress across all seven areas of learning. Children who speak English as an additional language are extremely well supported. The childminder fosters very good working relationships with parents and acquires information on their home language when children begin. She also ensures that she supports children to value all similarities and differences between themselves and others, and effectively links with parents to do so. For example, she plans learning experiences focused upon buildings from children's recent holidays or trips to their home country. This also gives children the opportunity to learn about different cultures, climates and develop an understanding of the world.

The childminder identifies children's starting points, which are accurate and comprehensive and are discussed with parents during an extensive settling-in period. These are used effectively to plan activities to help children make the best progress they can. Ongoing observations are carried out which show how children are developing in all areas of learning. These are shared with parents to fully involve them in their children's progress. The childminder makes very good use of guidance documents to track children's development. This ensures teaching accurately focuses on individual children's interests and the next steps in their learning. Furthermore, she fully understands that the purpose of the progress check for children between the ages of two and three years is to identify when early intervention may be needed. This helps to ensure that all children receive the appropriate level of support. The childminder's superior understanding of child development ensures that she is constantly thinking about how her teaching can move children's learning on. Consequently, children make outstanding progress in their learning and development and are developing first class skills and attitudes to prepare them for school.

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

Children settle quickly because the childminder takes time to get to know them and their families before the children begin attending. Children benefit from effective and extensive settling-in procedures, that take into account their individual needs and successfully support them in the move between home and the setting. Children and their parents are encouraged to attend stay and play sessions, allowing them to become familiar with the environment, other children and the childminder. The childminder uses these meetings to gain an exceptional understanding of children's individual preferences and interests. She uses this to provide tailor made experiences that allow them to flourish in the setting. Furthermore, children develop a clear sense of belonging as the childminder builds warm

and affectionate relationships with them and she is continually alongside them to support them as they play and learn. As a result, children's emotional well-being, confidence and self-esteem are consistently enhanced. The childminder places very high importance on children's personal, social and emotional development. She encourages sharing and supporting one another whenever possible. She plans a range of outings to local parks, the library and places of interest and attends a variety of stay and play sessions. She shares her interests with the children and encourages them to talk about special events in their lives. Therefore, children feel valued and respected.

Children have a superb understanding of healthy lifestyles because the childminder provides a range of healthy and nutritious snacks, such as crackers and fresh fruit. Water is available for children throughout the day. Children's independence skills are promoted exceptionally well as they are involved in preparing their own snack. The childminder ensures that she also respects and adheres to all necessary dietary requirements for the children in her care. She provides suitable specialist spreads for them to put on their crackers themselves. Children learn about healthy eating and understand the importance of sitting at the table to eat their meals, following routines and learning excellent manners and social skills. This also prepares them for eating in the school hall while having school meals or packed lunches. Children develop excellent personal hygiene skills as they learn to wash their hands before eating and after using the toilet. They wipe their noses and put tissues in the bin to reduce the risk of cross-infection. Children's behaviour is exemplary because the childminder is an excellent role model. She offers a calm, caring and consistent approach to children's behaviour. She provides additional support when children are struggling to understand expectations and she uses positive praise to acknowledge their achievements. As a result, children understand what they are doing well.

The indoor playrooms are effectively set out, with a wide range of easily accessible, well-stored activities. Including natural resources, to inspire and stimulate children's imagination and support their learning and development. The outside space is well managed and organised, so that children have plenty of room to play on the recently extended patio area and the grass section. Children are provided with a wealth of activities and physical play equipment outside to enable them explore and develop skills in all areas of learning. However, there is still some scope to further enhance and extend children's enthusiasm for growing things and caring for their natural habitat. Children are very aware of keeping safe because the childminder talks to them about taking care of themselves and each other. For example, the childminder explains the risk of falling over the many resources on the lounge floor and she encourages children to tidy up. She explains about feelings and she supports this through the use of laminated pictures and displays she has within her home. Children know how to exit the house safely in an emergency because they take part in regular fire drills, which the childminder records. In this way, children are kept exceedingly safe while in the childminder's care.

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

The childminder has a comprehensive range of policies and procedures in place to underpin her outstanding practice. These have all been updated in line with recent

changes and are regularly reviewed. The childminder is conscientious and keeps up to date with relevant training, such as, safeguarding, first aid and food hygiene. She uses her knowledge to enhance her practice and effectively lead the practice of her assistant. Safeguarding children is prioritised and is exceptionally well promoted. The childminder supplements her knowledge with effective written procedures and a wealth of additional information. This enables her to identify, and to support her assistant to identify, children at risk and take immediate action. The childminder's safeguarding policy includes the appropriate use of mobile telephones and cameras in the setting, to ensure the protection of children at all times. The childminder implements thorough risk assessments to prevent accidents to children. These identify any hazards on the premises, in the garden and out in the local community. Safety equipment, such as safety gates and fire guards are used and checked regularly. As a result, children are exceptionally well safeguarded and protected from harm while they are in the childminder's care.

The childminder uses a very robust self-evaluation process to accurately and effectively identify her strengths and highlight any further areas for improvement. Since the last inspection, the childminder has worked hard to establish purposeful working relationships with others providing care for the children. For example, she has introduced communication books, shared children's tracked progress and liaised verbally with the other setting in order to exchange information. In this way they are able to work together to ensure that children are offered consistent support. The childminder ensures that she supervises and monitors her assistant's practice to a very high level to maintain her excellent practice. The childminder is enthusiastic about the development of her practice and has undertaken considerable further professional development, since the last inspection, to strengthen this. Consequently, the childminder is committed to providing a first class provision, which she continually monitors to consistently improve children's learning experiences.

Partnerships with parents are exceptional and the childminder gives them opportunities to become involved at all levels. There is an excellent two-way flow of communication in place and the childminder ensures she uses a range of methods to fully engage all parents in their children's well-being and achievements. For example, she uses verbal discussion, emails, communication diaries, as well as photographs, written observations and reports on children's progress. This ensures excellent continuity in children's care and learning and effectively supports children's learning at home. Parents and carers are regularly consulted about any ideas for future development and any concerns they may have. The questionnaires from parents show that they are extremely happy with the care provided and know their children are safe, secure and happy in the childminder's care. Parents comment that the childminder provides an excellent range of activities for all of the ages of children that attend her provision, 'over and above what they expected'. They also comment that the childminder has a 'thorough knowledge of child development', and uses this very effectively to support children to learn the skills that they will require when they start 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	EY402336
Local authority	Northamptonshire
Inspection number	849923
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	6
Name of provider	
Date of previous inspection	03/06/2010
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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