

Inspection date	03/11/2014
Previous inspection date	08/03/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
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 outstanding because the childminder promotes learning to young children extremely well. She provides a variety of rich, varied and imaginative learning experiences, which helps all children to make rapid improvement in their learning and prepares them very well for school.
- The childminder has an excellent understanding of her responsibility to implement safeguarding and child protection procedures to keep children safe. She has arrangements in place to self-evaluate her own practice to keep her knowledge and skills up to date. Partnerships with parents are exceptionally good and are an effective contribution to meeting children's needs.
- The childminder and her assistant are highly skilled in helping children to form secure emotional attachments in a warm, homely environment. As a result, children are physically, mentally and emotionally healthy and they are developing their independence and ability to explore.
- The childminder and her assistant promote healthy lifestyles effectively through excellent hygiene practices and encouraging children to eat well. Exciting activities, both indoors and outside, ensure children access daily exercise and fresh air.

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 looked at children's assessment records and a range of other documentation. Also, she observed and tracked two children.
- The inspector checked evidence of suitability and qualifications and the childminder's policies and insurance documentation.
- The inspector checked suitability of the areas of the premises used for childminding and looked at resources, both inside and outdoors.
- The inspector looked at evidence of suitability of household members and a range of other documentation, including the safeguarding procedures.

Inspector

Tracey Firth

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her grandparents, husband and their two children in Barton-upon-Humber. The family has tortoises as pets. Most of the ground floor is used for childminding purposes. There is an enclosed rear garden available for outdoor play. The childminder's grandmother works as her assistant. There are currently six children on roll, four of whom are in the early years age range. She provides care from 8am to 6pm, Monday to Friday, all year round, including school holidays. The childminder 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:

- optimise all opportunities for children to further develop their independence skills during daily routines, such as enabling them to pour their own drinks at lunch time and clean up their own spills.

Inspection judgements

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

The childminder has an excellent knowledge and understanding of how children learn. Secure starting points are established from which progress is thoroughly monitored and assessed. Innovative and rich learning opportunities are devised from children's observed abilities and skills. Children's understanding is deeply embedded because they can recall and discuss previous learning experiences. For example, a child remembered why they wore a safety helmet at the fire station visit over a year ago. The childminder uses her in-depth knowledge to consistently plan next steps in children's learning and support their progress. The quality of teaching is consistently of a very high quality and worthy of dissemination to other providers. As a result, children make rapid improvement in their learning from their starting points. They are active learners and enjoy spending time in the childminder's care.

The childminder utilises her assistant to perform care tasks, which allows her to spend quality time teaching the children. She provides a wide range of stimulating activities and captures their interests when deciding on activities or outings. For example, attending a dance group, role playing a wedding soon to occur in a child's family or a walk to feed the local ducks. This promotes independence and social skills, introduces the children to their local environment and provides them with real-life experiences. Children are well motivated and very eager to join in. As a result, children are effectively challenged and inspired to learn and they are supported to be developmentally ready for school.

A regular exchange of information is highly effective in helping to keep parents updated on their children's achievements and thoroughly contributes to continuity of learning at home. The childminder fully embraces sharing information with parents and other providers, which ensures that gaps in children's learning and development are quickly identified and addressed through early intervention and support. As a result, they are exceptionally well prepared for the next steps in their learning.

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

The childminder provides a comfortable, warm and extremely welcoming environment where children are very happy and clearly feel secure. The childminder and her assistant have heart-warming relationships with the children, who in return refer to them as 'Nana' and 'Papa'. The family consistently talk to children in a respectful and gentle manner, offer cuddles and are patient when interacting with them. Behaviour is very good because children learn from the positive role modelling of the childminder and her family. Effective settling-in procedures help to promote children's sense of security and enables them to feel emotionally ready for their move into the childminder's home and to other settings. As a result, well-being is excellent because children feel safe, are making relationships and developing their independence and ability to explore.

Children thrive in the well-resourced, organised indoor and outdoor areas. Toys and learning materials are plentiful and are chosen to support children's independent exploration and individual learning. The childminder is highly skilled in engaging children in active learning by providing the time, space and materials to play, investigate and explore in the relaxed atmosphere of her home. This ensures that children are able to converse with adults, confidently take a lead role and include them in developing their play. Consequently, children are highly motivated, eager and ready to learn, which means that they feel emotionally ready for their eventual move to school.

Healthy lifestyles are promoted because children are provided with nutritious food. The childminder's hearty home-cooked meals are served and the environment is kept clean at all times. Children's personal needs are met, for example, they know to wash their hands before eating begins. Physical exercise is promoted through play, such as the bicycles and the trampoline in her garden. As a result, children are learning to care for themselves and to keep themselves healthy. However, on occasion, children are not able to succeed at pouring their own drinks because the water jug is too heavy.

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

Children's safety and safeguarding is central to everything the childminder does. She is fully aware of her safeguarding responsibility to protect children and of potential indicators of abuse and neglect. The childminder is clear about the local procedures and has all relevant contact details, should she have concerns regarding a child in her care. She supervises children well to ensure they remain safe. Her home is a safe environment for children and she ensures that they are also safe on outings. Risk assessments are

maintained and reviewed regularly and children practise the fire evacuation procedures to learn how to keep themselves safe in an emergency. The childminder makes the most of learning relating to safeguarding and child protection to improve practice.

The childminder ensures a high standard of supervision with her assistant, so that all interactions with children are of a very good quality. They discuss plans and ideas together to decide how they can best meet children's needs. The childminder understands her responsibility to implement the required educational programmes, ensuring that any barriers to learning are quickly identified and dealt with exceptionally well. The good partnerships with parents enables a two-way flow of information that fully involves them in their children's learning. Effective methods of tracking children's progress and planning individual next steps in learning are in place. The childminder shares information and prepares progress files for new settings that children attend. As a result, the monitoring of teaching and learning is very effective, which enables children to make excellent progress in all areas of learning.

The childminder has made excellent progress from her last inspection and addressed the recommendations. She is constantly improving her already first-rate understanding and practice through an astute programme of professional development. She carries out self-evaluation and works closely with her local early years advisory team to ensure her own skills and provision are current, in order to provide the best experience for children. The childminder attends training, researches on the internet and attends peer meetings. She involves parents and children in assessing her practice. Parents' written comments are testimony to the childminder's dedication and indicate that they are delighted with the progress their children are making. Overall, the childminder is meeting the requirements of the Early Years Foundation Stage very well and children are making very good progress in her care.

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	EY413007
Local authority	North Lincolnshire
Inspection number	879774
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	08/03/2011
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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