

Inspection date

Previous inspection date

01/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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 in a stimulating, interesting and challenging environment where they make exceptional progress in all areas of learning.
- Children are highly motivated to learn and are extremely confident because of the excellent relationships with their friends and the strong attachments with the childminder.
- Through outstanding interactions and questioning skills from the childminder, children's language skills and personal, social and emotional development are supported extremely well. Therefore, children make rapid progress in their learning.
- All safeguarding requirements are met exceptionally well and as a result, children's welfare is promoted extremely well.
- The childminder is highly reflective in her practice, she has, with the help of the other childminders she works with, completed excellent monitoring of practice so improvements are well targeted.

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 garden.
- The inspector had discussions with childminder and the children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, settings written policies and procedures.
- The inspector considered the views of parents.

Inspector

Hilary Tierney

Full Report

Information about the setting

The childminder registered in 2013. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She works from the home of another childminder alongside two other childminders. The house is situated in the village of Winchcombe, Gloucestershire. Main care takes place on the ground floor, where children have access to a playroom, two dining rooms, the main kitchen, a smaller kitchen used for the childminding business and there is a downstairs toilet for the children. There is an enclosed garden with a large playhouse for outside play. There are three bedrooms upstairs, which are used when children require a rest. The family has two cats as pets. The childminder currently has seven children on roll; all are in the early years age range. The childminders currently have 17 children on roll, all of whom are in the early years age range.

What the setting needs to do to improve further

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

- strengthen and increase the regularity of the already good range of information shared with other professionals, so all adults are able to contribute consistently to children's education and learning.

Inspection judgements

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

Children are progressing exceptionally well in all areas of learning and development. They are eager to learn and have excellent opportunities to develop their imagination and language skills through carefully planned activities that provide challenge and excitement for the children. The childminder has an extensive knowledge of her key children's interests and next steps in their learning. She carries out good quality observations, which she uses to develop children's interests and skills. Children are questioned expertly by the childminder to help them problem solve and think as they play. This fosters children's enthusiasm for learning extremely well. Children are confident speakers and they are able to talk confidently about outings they have taken with the childminder, such as swimming in the local pool. Children are developing their personal and social skills well, they play together extremely well, developing their game. For example, when they have two boxes they use for boats and they decide they need to row the boats, but have nothing to use except a cardboard tube. The childminder finds some plastic cricket bats, which the children then use for oars to row to the harbour. A child explains to the other how the oars need to rest on the side of the boat so they can be used properly. Children talk

confidently about boats and the harbour; they are able to discuss what the harbour is used for with the childminder. They find a hole in the box and suddenly realise that this will let water in. Through discussion, with the childminder they work out what might prevent the water getting in, becoming confident in solving problems. The childminder nurtures children's love of books extremely well. As a result, children enjoy looking at books alone and with the childminder. They sit fully engaged in the story and are able to recall what happens next when they hear a familiar story. The childminder has a calm, caring approach towards all children and they respond to her extremely well.

The childminder provides limitless opportunities for children to develop their independence and learn through meaningful experiences and she extends children's understanding of the world around them. During snack time, she talks to children about what the fruit they are having is called and tells them the names of the two types of melon. She asks them where the fruit comes from, then gets a globe and shows the children where we live and where the melons come from. The childminder skilfully brings into the conversation about families who live abroad. They talk about the different country they live in, and look on the globe of the world and discuss how far away it is from us and from where the melons came from. Children are then encouraged to cut the melon up, and taste it. They talk about the seeds and what might happen if they plant the seeds. This demonstrates children's developing knowledge of the world around them. Children confidently use tools such as knives to cut the fruit. This helps to develop their physical skills. Children are beginning to learn about letters and shapes. They enjoy making marks in different substances, such as custard. They talk about the shapes they make with their hands, fingers and what happens when they put cars in the custard. They talk about what it feels like as they play. Children are keen to engage in new experiences and are confident talking about what they are doing. These skills prepare them extremely well for their next stage in learning, especially school.

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

Children demonstrate they feel very safe and secure in the care of the childminder, as they have formed extremely secure attachments with her. They enjoy their play and expect her to join in as they organise their games. The childminder helps children to understand that it is important to play nicely together and encourages them to include all their friends. For example, when two children are playing in boxes, pretending they are in boats, the childminder asks if another child can join in and sail in one of their boats, because they are friends. The children accept this and say that their friend can join in. This helps children develop high levels of self-control and confidence in social situations.

Children are highly motivated and eager to learn; they are inquisitive and take part in activities eagerly. They develop their own imagination well, with guidance from the childminder. The resources are well balanced and of high quality, and the childminder makes full use of everyday resources, such as large cardboard boxes and tubes which are used for boats and oars. Children are fully occupied at all times and as a result they are well behaved and interact extremely well with each other as they play. They regularly use 'please' and 'thank you' with little or no reminders. Children understand about sharing and

taking turns and enjoy being able to express ideas and develop games for themselves. This shows children are increasing their independence in making decisions. The childminder is highly skilled at encouraging children's independence, inclusion, and developing learning opportunities during daily routines. For example, during snack time children help prepare the snack, get drinks ready and decide if they want to use a straw or drink out of the cup. They talk confidently about the fruit on offer and if they like it or not, and they are encouraged to cut up the melon. Children demonstrate they really enjoy taking part in snack and meal times.

The childminder expertly promotes children's understanding of how to keep themselves safe. For example, children are reminded before going outside to wear a hat, drink plenty and stay in the shade. During the day, the childminder regularly provides drinks for the children and reminds them that the water fountain is working if they need a drink. They talk together about why they need to drink and wear a hat when the weather is hot. Children enjoy being outside and understand the importance of fresh air and exercise. They take great delight in being outside and developing their imagination. As children play on the climbing frame and scooters, they are questioned effectively by the childminder to support their understanding of how to keep themselves safe. For example, children understand that if they use the scooter with no shoes on, they may hurt their toes or feet. Children have a good knowledge of what to do in the event of an emergency and safety procedures are practised regularly with them. The childminder skilfully provides support and prepares children extremely well for their next stages in learning, such as school and other settings.

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

The childminder has an excellent understanding of her responsibilities in ensuring she meets the safeguarding requirements. She is vigilant and works closely with the other childminders at the setting to ensure children are kept safe and secure at all times. Robust risk assessments are in place and reviewed regularly, so all hazards are minimised in the property. This means that children are able to explore and investigate the highly stimulating inside and outside environments safely. The childminder has a robust knowledge of safeguarding issues and understands her responsibilities in ensuring she reports any concerns promptly. The childminder has a detailed knowledge of the learning and development requirements. She works closely with the other childminders in the setting to ensure that all areas of learning and development are covered and monitoring of children's progress is extensively carried out. This means the childminder is fully aware of her key children's individual interests, progress and next steps in their learning.

There are strong partnerships with parents in place. There is detailed information sharing between parents and the childminder, and two-way daily diaries are used to help keep parents informed about what the child has done that day at the setting. Notice boards are displayed clearly in the setting with relevant information to help keep parents informed. There are regular meetings with parents to discuss their child's progress and development and share their learning journals with them. The childminder carries out checks on

children aged between two and three years and ensures parents are fully involved in this process. The detailed written policies and procedures are regularly shared with parents. Parents comment about how they are very impressed they are with the care provided, how they are very happy with the childminder and how she has helped their child since they started attending the setting. Partnerships with other settings, that children attend, such as nursery or preschool are well developed. The sharing of information between the settings and the childminder setting is detailed and shared with the child's key person at the setting. However, opportunities to share this information more regularly are missed.

The childminder is relatively new to working as a childminder; however, she has extensive experience through working at the setting as an assistant for many years. The childminder is very confident in her approach to her work and she has conducted an extensive evaluation of her practice. This has been effective and clearly identifies areas to improve in the setting. She has worked hard to ensure she is up-to-date with training and knowledge. She is supported extremely well by the other experienced childminders she works with. The group of childminders regularly have staff meetings to discuss improvements and identifying future training needs. Therefore, she demonstrates a strong capacity to maintain ongoing improvements.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY456341
Local authority	Gloucestershire
Inspection number	902341
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	not applicable
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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